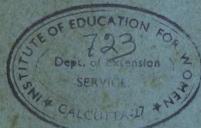
• NUMBER 227 March 1957

NATIONAL ASSOCIATION THE

SECONDARY - SCHOOL PRINCIPALS





Improving the Secondary School

Directory of the NASSP

SERVICE ORGAN FOR AMERICAN SECONDARY SCHOOLS

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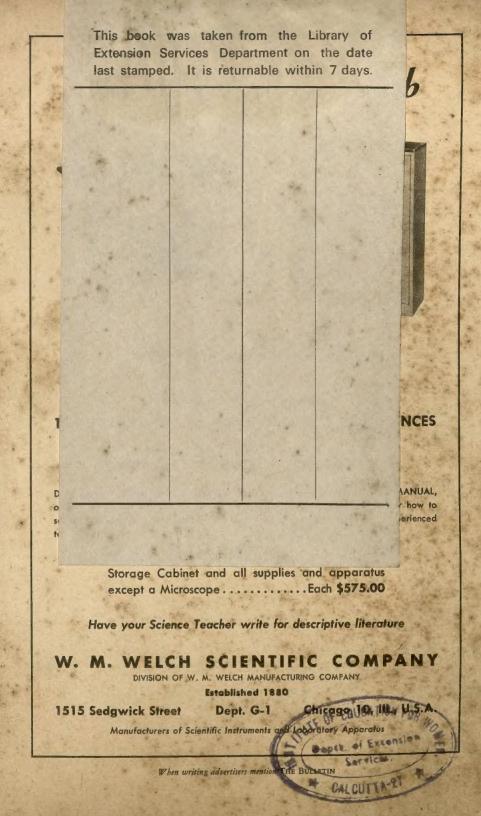
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OF THE NATIONAL ASSOCIATION

Secondary-School Principals

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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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Pacific Regional Junior High School Conferences To Be Held in October 1957

UNIOR high-school administrators of California have accepted the suggestions of the Committee on Junior High School Education of the National Association of Secondary-School Principals to present a regional conference on junior high-school education in October 1957. The plan, which is endorsed and supported by CASSA, had moved ahead extensively by October 1956, as two committees of twenty-two California administrators of secondary schools began periodic meetings to plan the event. The Conference will be divided into two sections, one meeting in northern California, October 11-12, and the other in southern California, October 18-19. Pre-registration forms will be sent by NASSP to the eight western states that are to be invited. These were drafted by the California administrators for the express purpose of providing opportunity for visitors to list special interests and problems for consideration. Preliminary planning includes events that will be of real value to districts which are establishing new schools for early adolescents or evaluating the instructional methods of existing schools.

The decision to present divided conferences in the two separate areas on consecutive weeks has merit because it enables a team of individuals from visiting states to attend both if desired. The southern California section will place more emphasis on visitation of new junior high-school plants and distinctive curricula or instructional methods. The northern section of the Regional Conferences will emphasize problems of junior high-school administrators, providing some time for visitation, but more opportunity for group discussions of problems raised. The pattern for the 1957 conferences will be similar to the regular six period meetings of the two sections of ninety-three junior high-school administrators of the state association.

Leadership for the planning and execution of the October 1957 Junior High-School Conferences is provided by Dr. Helen J. Rogers, Director-at-Large, for the ninety-three-man California Association of Secondary-School Administrators' Junior High School Committee. She is aided by Co-Chairmen Al Baxter, Principal of Garfield Junior High School, Berkeley; and Roy Raymond, Principal of Mark Twain Junior High School, Los Angeles. They are assisted by twenty-two administrators who have become enthusiastic about the plan and have set up a program that will be informative, educational, and stimulating.

Californians are planning the Regional Conferences with appropriate humility and anticipation. They are confident the exchange of ideas will be mutually beneficial and inspirational.

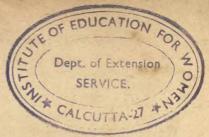
WHAT: Pacific Regional Junior High Conferences
WHERE AND WHEN: Oakland-Berkeley, October 11-12, 1957

Los Angeles, October 18-19, 1957

Wно Are Invited: Junior and junior-senior high-school administrators

from Washington, Oregon, California, Nevada,

Utah, Idaho, Arizona, and New Mexico.



A Program for the Development of Scientists and Engineers

The following three articles deal with the program of the National Committee for the Development of Scientists and Engineers. The first article, by Dr. Howard L. Bevis, Chairman of the Committee, discusses the rising requirements for scientific manpower, which impelled President Eisenhower to establish the National Committee. The second article, by Robert L. Clark, Executive Secretary of the Committee, describes the National Committee and its action programs to help develop more highly qualified scientists and engineers. The third article, by Dr. Eugene G. Vinogradoff, Committee economist, proposes steps that can be taken through the school systems to improve the teaching of science and mathematics and motivate more young people to study science and mathematics.

The Problem

DR. HOWARD L. BEVIS

A YEAR or more ago, U. S. newspapers headlined the disturbing fact that Russia was producing nearly twice as many scientists and engineers as the United States produced. Russia's educational system, we were told, is geared especially to train scientists and engineers. An estimated 60 per cent of the total Russian graduates in 1954 was in scientific fields. The number in the United States equalled less than 25 per cent. In 1954 Russia produced a reported 75,000 graduates in science and engineering compared with 57,000 in this country. By 1960, it was reported, Russia may turn out well over 100,000 graduates per year against perhaps 80,000 for the United States.

This constitutes a substantial flow of scientists and engineers into Russia's industrial complex. Coupled with what we know about Russian military technology—in aeronautics, nucleonics, electronics—it is apparent that the United States is confronted with a capable and dangerous competitor.

But there are a good many pluses in the U. S. picture as well. American industry is currently spending about \$2.3 billion a year on research, exclusive of an additional \$2.5 billion being spent by government. America's steel capacity is over 128 million tons a year, compared with about 54.5

Dr. Howard L. Bevis, Chairman of the National Committee for the Development of Scientists and Engineers, is President Emeritus of Ohio State University.

million tons for Russia. We have a heavy investment in equipment and machinery, compared to the Soviet. The United States has a long history of industrial growth and technological leadership. Russia is striving to close the gap after a lag of nearly 100 years in her technical development.

We are ahead, I believe, and substantially so. But we must remain alert. The politicians have a phrase: "To run scared." America must "run scared" and take no chances of losing her technological superiority.

But if there were no Soviet Russia, guided by plans for world domination, the United States would still face the urgent need for growing numbers of highly qualified scientists and engineers. We should, in my opinion, interpret this need, not as a sign of failure, but as an indication of startling success. America has built a way of life in which growth and expansion are constant elements of the normal pattern. Rapid advancement has become a normal part of our national life, and the skilled manpower to maintain this advance will be in demand for years to come.

Why do we have the shortage of scientific manpower in a nation which prides itself on constant technological progress and a dynamic economy. First, there are transient reasons. The low birthrate during the depression was reflected in a relatively low college population from about 1950-54. The number of graduates in science and engineering from our colleges has been smaller, in actual numbers, than it was in 1950 when, as the result of the "GI Bulge," the nation graduated a record 87,000 in science and engineering. Engineering and science graduates dropped to 57,000 in 1955 and, on the basis of present enrollments, will not approach the 1950 level again until 1960. Rising college enrollments are due, not only to the fact that we are leaving the period of low birthrates, but also because more and more young persons desire a college education. Increased family incomes also enables more young people to go to college.

While college enrollments are rising, teachers must still be drawn from the period of low birthrate. Not enough are available to keep pace with the nation's growth. We must wait for those now in college to be graduated before we can count on a real increase in the number of teachers.

Moreover, after the war we simply did not foresee the tremendous upsurge of technology that has taken place. By so-called scientific surveys, we predicted a surplus of scientific manpower. And we "handed ourselves" a shortage. The rise of industrial technology, with its expanded demand for scientists and engineers, was given great impetus as the many wartime developments in nucleonics, electronics, antibiotics, chemicals, etc., were made available to American industry for use and further development.

Then, there are long-term considerations. The age of technology is just beginning. World population is expected to double by the year 2,000. World energy requirements will increase an estimated eight times by 2,000. Among the under-developed nations, at the threshold of their technological development, there is a growing insistence on sharing in the benefits of technology and enjoying a rising standard of living. Even in

the United States, the use of technology in industry, business, education, and all the varied aspects of everyday living is gathering momentum.

Our industrial society is consuming the world's natural resources at an ever-increasing rate. We must turn more and more to technology to create new materials, develop new sources of energy, and maintain the flow of minerals, chemicals, and raw materials.

Technology generates its own needs for more scientific manpower. Technological growth creates a demand for scientists and engineers. And these scientists and engineers, as they break through to new discoveries and new techniques, set off a new cycle of technological advance.

So we are confronted simultaneously with rising population, a reduced store of natural resources, and insistence on a rising standard of living both at home and abroad. Technology is not, of course, the complete answer. But it is certainly a major part of the answer.

The demand for scientists, engineers, and technicians comes chiefly from three sources:

- 1. The requirements of national defense, now employing 40 per cent of the nation's scientific personnel.
- Competitive industry, now making greater use of technology than ever before and putting more of its resources into research and development.
- Education and basic research, requiring greater numbers of qualified teachers and research scientists as student enrollments rise and research activities expand.

The teachers and the basic research workers are the seed corn of technology. They must be saved to assure the next crop of scientific discoveries and the next crop of scientists and engineers. The scientific and engineering educational system requires one out of every twelve produced to keep the system going. It is short-sighted to create conditions which consume this seed corn. But in some cases we are doing just that.

Our problem of training scientific manpower would be simpler if it began in the college and could be alleviated with on-the-job training. Unfortunately, it begins much earlier. It takes a good many years, starting at the beginning, to turn out a scientist or an engineer. If we assume the student is already in college, it is a matter of four or perhaps of seven or eight years before he will be ready to undertake his life's work. If the young person with whom we are concerned is still in the grades, the length of time is that much greater.

It is almost a foregone conclusion that if a youngster gets through the eighth grade without having learned any more arithmetic than he can count on his fingers, or if he gets through high school without having had any algebra, he will not be a scientist or an engineer. The real core of our problem is obtaining an adequate teaching force, particularly in the high schools and in the fifth, sixth, seventh and eighth grades.

We have gone through a period of philosophy in education which has tended to gloss over the importance of mathematics and the sciences. To a considerable degree this is being corrected, but we still have too many places in our school system where either they don't teach the courses necessary for the training of scientists and engineers or they don't teach them very well. The business of identifying the youngster who has a capacity for science, and then inspiring him to study it, is after all the business of the teacher. High-school teachers more than any other group mold the lives of students. If our teachers themselves don't know their science and mathematics, they are not going to be flaming evangelists.

But teachers too, have to be motivated and inspired, and not the least important consideration is salary. We will have to make the compensation of our teachers good enough for them to maintain an adequate standard of living. There are dedicated souls willing to teach because they love teaching. But they have families; they have children. And unless salaries are adequate, the lure of other callings becomes pretty strong.

Here is an example reported to the Joint Congressional Committee on Atomic Energy: A "young, vigorous, dynamic" science teacher from a Knoxville, Tennessee, high school had a master's degree and six years of teaching experience. His salary was \$3,000 a year. Engineering graduates

can command \$400 a month as starting salaries.

Another example cited before this Congressional committee concerned a small engineering college with 110 graduates. No less than 127 recruiters showed up at graduation time, each waving attractive offers before the young engineers. But there is a moral, of some sort, to the story. Six of the recruiters never returned to home base. They were lured into new jobs by other recruiters.

Let me try to sum up the problem. Why this special concern for the development of scientific manpower? I think the President has recognized the necessity for the establishment of a new frontier. You know, we Americans are always talking in terms of frontiers. It gets into our Fourth of July oratory, and into a lot of our literature. This is a right and natural thing in America. The frontier has been the symbol of opportunity to Americans. Our whole history has hinged on the frontier. Our nation's development has been the process of pushing westward against the geographical frontier. And our national attitude, our national state of mind have been conditioned in terms of the frontier.

We crossed the western frontier in search of furs and lands and timber, of coal and metals and oils. And I suspect, chiefly in search of elbow room. In those early days the business of crossing the frontier was largely the business of appropriating the bounty which nature had supplied. We had virtually undisputed possession of a vast, rich, and unexploited con-

The bounty of nature in those early days seemed limitless. Now we realize that it is not limitless. Nature's bounty has severe limits and we are pressing hard upon them. As a matter of fact, the only increasing natural resource we have in the United States is people. And yet, untrained people can be a handicap, not an asset. Every new baby born in primitive China makes every other Chinese poorer; there is one more mouth to feed.

The new frontier—the necessary frontier, in fact—that the President sees is the frontier of science and technology. Technology isn't a new thing. We can say technology is as old as man's invention of the wheel. But technology has taken an explosive spurt. World War II touched off a cycle of development which has moved faster than anything the world has ever had before. Suddenly, we have radar, proximity fuses, precision fire control, nuclear energy, and the H bomb. We have new metals, new materials, and new uses for them. We have antibiotics, radioisotopes, and medical advances.

Our national security and our continuing prosperity depend upon our ability to exploit these breakthroughs and make use of these developments. We are projected into a rising spiral of demand for technologically trained people. And we are not getting enough of them.

We must develop more and more skilled people who can take the resources we have left and transmute them into more and more and better and better things. And it is not only the spread of knowledge that we must have, it is discovery. We must have not only the ingenious manipulation of known principles, but also break-throughs to new knowledge—knowledge that people have never had before. The problem that confronts us all, the problem to which our Committee must address itself, is essentially this: How are we to maintain the rising level of our own economy in this country and how are we to maintain our position of world leadership in a technological age?

The answer is the frontier. This time, it is not the geographical frontier. It is the technological, the scientific frontier.

The National Committee Program

ROBERT L. CLARK

AMERICA'S industrialists, confronted with a shortage of technological manpower, currently are asking themselves two timely and hard-minded questions: "Are you looking for personnel you don't need?" and "Are you looking for personnel that doesn't exist in the numbers required—except on the payrolls of other organizations?" These queries were put to industry in a special report prepared by a Task Force of the National Committee for the Development of Scientists and Engineers.

The Task Force, made up of industrialists and educators, believes that many of the men required to meet technological manpower needs are probably already on industry and government payrolls, but are not being fully utilized. The report urges management to "stop and take a look at

Robert L. Clark is Executive Secretary of the National Committee for the Development of Scientists and Engineers.

your own organization the needs for technical manpower, recruiting polics, current job assignments, and method of determining job content." "You are likely to find," the report declares, "an increasingly important spot for the scientific and engineering technician "

The technician, incidentally, is described as a relatively new occupational group of highly skilled persons in the industrial economy who combine some of the knowledge and training of the professional man with the skills of the expert craftsman. The Lask Force concluded that available manpower can be used to substantial, short term advantage, while long term training programs are being developed, through better utilization practices, more on-job training, additional classroom work, and a new look at retirement policies.

The Task Force report, with its specific proposals for industry action, is typical of the results expected when President Eisenhower set up the National Committee in April 1956 as an action group specifically charged to "take action to promote a substantial growth in the supply of scientific and technological manpower."

In establishing the Committee, the President said: "Although the government has a responsibility for increasing the supply and improving the quality of our technological personnel, the basic responsibility for solution of the problem lies in the concerted action of citizens and citizens' groups organized to act effectively." Consequently, the Committee's chief objective is to produce action from private organizations. And its membership is drawn from major citizens' organizations concerned with the education, training, and utilization of scientific and engineering personnel. The following list of Committee members shows the variety of organizations represented. Each of these organizations is represented by its president or chief executive officer.

American Association for the Advancement of Science American Association of Land-Grant Colleges and State Universities A. F. of L. - C. I. O. American Council of Learned Societies American Council on Education American Society for Engineering Educa-

Association of American Colleges Council of Chief State School Officers Engineers Joint Council

Governor's Conference, Council of State Governments

National Academy of Sciences National Association of Manufacturers National Association of Secondary-School Principals

National Education Association National Science Teachers Association Social Science Research Council U.S. Chamber of Commerce

U.S. Conference of Mayors

As the focal agency to unify and stimulate the nation's effort to meet growing requirements for scientific manpower, the Committee was asked by the President specifically to do four things:

1. Assist the Federal government in identifying the problems associated with the development of more highly qualified scientists and engineers.

- 2 for state is persion of all interested individuals and groups in analyzing the process of the programs to deal with it and to take the lead in coordination consists of the reduced government.
- A Mass available to all interested organizations information on effective ways of overesters, the obstacles to the training of more qualified scientists and engineers.

 4 Politics the problem and possible solutions in order to stimulate wide spread public understanding and support.

As the Committee moved into its work, it found that the first need was to identify the scope and character of our problems. It quickly became apparent that the problems were too many and too diverse to approach them all simultaneously. Here are some of the priority targets against which the Committee has moved with the help of task forces whose members were drawn from industry, education, and the professions:

- 1 Shortage occupations and areas. Facts about shortages and the future outlook was a primary need. Through the National Science Foundation and the U.S. Department of Labor, measures have been taken to provide labor market data on scientists and engineers on a systematic, continuing basis.
- 2 Utilization of available manpower. The training of additional qualified scientists and engineers takes years. It is a job that must start in the elementary grades. Meanwhile, current shortages can be alleviated by fuller utilization of available professional men by relieving them of routine duties through the use of technicians. This was the problem tackled by the Task Force on technicians, headed by Dr. Maynard M. Boring. Director of Engineer Recruitment, General Electric Company. The problem of utilization of scientists and engineers has been turned over to a task group headed by the Vice Chairman, Dr. Eric A. Walker, President of Pennsylvania State University.
- 3. Improved teaching of science and mathematics in the elementary and secondary schools. The training of modern-day scientists and engineers does not begin in college or even in senior high school. Educators today agree that training should start in the late elementary grades. A Task Force headed by Dr. Edgar Fuller, executive secretary of the Council of Chief State School Officers studied this problem and came up with a broad program of actions that can be taken by teachers, schools, and school systems; colleges and universities; State and Federal agencies; national professional organizations and their local units; industry, labor, and civic organizations. This action program is now being published.
- 4. Recognition of 2-year technical training and uniform accreditation of technical institutes. A working group steered by Karl O. Werwath, president of the Milwaukee School of Engineering, has produced a 12-point program to strengthen and expand the nation's facilities for training technicians.
- 5. State and Community action to help produce more scientists and engineers. A number of states and cities—for example, North Carolina,

New Jersey, Oklahoma, Pittsburgh, New York City, and Albuquerque—are organizing their own programs. The Committee is giving guidance and encouragement to such state and local groups.

These are some of the action steps already taken by the President's Committee to isolate key aspects of the scientific manpower problem and put them into the hands of the proper citizens' groups for corrective action. Other problems getting Committee attention involve scholarships, technical institute curricula, and adequate faculties and facilities to meet the requirements of rising school and college enrollments.

In all of these activities, our major objective is to carry the program back to the grassroots where the individual citizen can have direct participation in a nation-wide effort through his local schools and community

organizations.

Action in the Schools

DR. EUGENE D. VINOGRADOFF

THE typical Russian high-school student is a youngster whose disciplined mind is being crammed full of science and mathematics six days a week, ten months a year. By the time he and more than five million other Soviet students like him finish high school, they will have had five years of physics, five years of chemistry, and ten years of mathematics. Every student gets this type of training. There are no electives under a Russian system of education deliberately geared to mass produce scientists, engineers, and technicians.

This is not the American way of education. Our democratic system, offering freedom of choice in education as in other things, we believe to be the best means of producing the most capable, the most imaginative, and the most creative minds. But there is general agreement among American educators that we need to improve sharply the quality of instruction and the content of science and mathematics courses.

The means of accomplishing this was one of the first concerns of the President's Committee for the Development of Scientists and Engineers. The Committee recognized that it takes a good many years to turn out a scientist or an engineer. If the student is already in college, it is a matter of four years (seven or eight years if he takes graduate studies) before he will be ready to undertake his life's work. If he is still in the grades, the length of time is much greater.

So the Committee turned to a group of leading educators in the field of secondary-school education and in science teaching. They organized themselves into a Working Group with Dr. Edgar Fuller, executive

Dr. Eugene D. Vinogradoff is Chief Economist and Planning Officer with the National Committee for the Development of Scientists and Engineers.

secretary of the Council of Chief State School Officers, as chairman. The Working Group, with firsthand knowledge of the broad problems involved in a program extending through elementary and secondary education, has produced an action program for use by school systems, colleges, and communities. The program is being published in booklet form by the President's Committee.¹ In approaching its assignment, the Working Group determined that its efforts should contribute to these twin objectives:

1. Provide adequate preparation for the pursuit of higher education in the scientific and engineering fields.

2. Motivate larger proportions of youth to seek such careers.

These objectives did not cause the Working Group to lose sight of the broad requirements of balanced education. The members expressed as

one of their guiding principles this view:

"While the educational system must provide adequate scientific manpower, it must continue to preserve human values, and keep alive and useful the world's heritage of the arts and the humanities. Scientists and engineers need training beyond science and mathematics. And not every student who studies science and mathematics will become a scientist or an engineer. More and better education in the sciences in the elementary and secondary schools will enable each student better to understand the world he lives in—and thus to become a more stable, more productive, and better informed citizen."

In developing steps which would improve the teaching and content of mathematics and science courses, the Working Group first defined this series of major problems:

1. Educational programs in elementary and secondary schools are responsive, in the long run, to the wishes of the public and to the interest manifested by citizens in school affairs. A first requirement is in the development of a program which will provide opportunity

for action at the grassroots.

2. The problem of motivation of students into the study of mathematics and the sciences will be met in part by improving instruction and content. It will be helped also by the degree of prestige the subjects enjoy in the school and community. This is a part of the need for greater public understanding of the importance of science and technology in modern life.

3. Effective motivation would increase the number of students completing science and mathematics courses in high school. It would probably help increase the proportion of high-school graduates moving into and completing college work in science and

engineering.

¹Long-Range Programs for Improving Science and Mathematics Education in Elementary and Secondary Schools, a publication of the National Committee for the Development of Scientists and Engineers.

- 4 The quality of instruction varies greatly. It is conspicuously high in some schools, mediocre in others.
- 5. Appropriate content and sequence of courses in science and mathematics is closely related to quality of instruction. Continuous effort must be directed toward keeping courses abreast of current advances in scientific knowledge and complete in coverage of fundamental principles.

6. Development of increased numbers of high-quality teachers can be furthered by raising the social and professional status of elementary, and secondary school teachers and attracting more competent

persons into the profession.

7. Effective instruction in science requires not only good teachers, but also relatively expensive aids and laboratory equipment. Schools generally are suffering from inadequate financial support. Science courses, because of greater costs of instruction, suffer more than others.

Help in meeting these problems can come in many ways from many tources. Professional and scientific associations, government agencies, and hundreds of citizens' groups can assist in improving science and mathematics instruction in our school systems. These organizations range from the PTA to industry and the labor unions: from the citizen's council or state curriculum revision commutee to the learned societies; from the civic club to the state department of education; from the League of Women Voters or the American Association of University Women to the National Science Foundation or the U.S. Office of Education; from the National Science Teachers Association to the State School Board Association. All of them have responsibilities in improving science and mathematics education.

To contribute successfully, these agencies must first of all enlist full support of school officials and teachers. Cooperating groups should know the established procedures for program development in their local schools. They should be mindful of the already heavy demands on teachers and administrators. Many local, state, and national organizations already have activities in this field. Superintendents, principals, and teachers should be consulted so that the total impact of these activities does not become an overwhelming flood to the school staff.

Here are some of the suggestions developed by the Working Group. They do not exhaust the possibilities of constructive action. They illustrate some of the more important ways in which various groups can help.

1. What the Teacher Can Do

The classroom teacher is the direct contact between the student and the educational system. The teacher has a primary responsibility for determining the student's aptitudes and for inspiring and motivating him to develop them. The teacher also is a primary contact and source of information for parents about the education of their children. High-school science teachers can help improve the quality and content of instruction by keeping abreast of developments in science and mathematics through meetings, summer institutes, and visits to local industry. They can seek special teaching aids. By being aware of career opportunities in science and engineering, the teacher can bring them to the attention of students.

2. What the Local School Can Do

The main responsibility for improving science and mathematics education rests with the local schools and their governing bodies. With the approval of the local board of education, the school staff can improve courses and programs in science and mathematics by:

Developing definite plans to improve professional preparation of teachers of science and mathematics, and providing in service growth for those already employed.

Differentiating programs for students with varying aptitudes and interests in special phases of science and mathematics;

Providing wise and reliable guidance in career choice for all students

Making greater use of community resources of scientific equipment.

Etilizing local scientists, engineers, doctors, agricultural personnel, and others

Fricontaging community sponsorship of "Science Teachers Day," "Students Science Night," and similar events.

3. What Governing Boards of Schools Can Do

A major function of governing boards of schools is to be certain that the schools have adequate financial support. Governing boards can help create school conditions and a climate of community opinion which encourages teachers to develop professionally. They can publicize the crucial importance of scientific progress to the national economy and security.

4. What State Departments of Education Can Do

The State agencies can help to improve science and mathematics education by:

Making studies of the current status of science and mathematics teaching in the public school system;

Employing qualified consultants to give better services to elementary and secondary schools in the fields of science and mathematics;

Encouraging principals, superintendents, and governing boards to evaluate local offerings in science and mathematics;

Seeking the cooperation of scientists and engineers to work with state curriculum committees on the scope and content of science and mathematics instruction throughout the state.

5. What the Agencies of the National Government Can Do

Agencies of the national government can support the efforts of local, state, and private agencies and give leadership through research and financial support for strategic programs.

6. What National Professional Organizations Can Do

National professional organizations of teachers and administrators are in touch with elementary- and secondary-school teachers and administrators throughout the country. They can be of direct service to the professional personnel in local schools by supplying information about new and promising programs of science and mathematics and better methods of teaching in these fields. Professional organizations can also build public support for science and mathematics programs by keeping the public informed.

7. What Scientists, Engineers, Mathematicians, and their Professional Societies Can Do

Experts in these fields can make an important contribution by developing contacts with local science and mathematics teachers. Such contacts are likely to be mutually beneficial. The demonstration of interest by scientists and engineers will probably improve both the morale and the status of the teachers. The scientist or engineer will have the valuable opportunity of learning at firsthand some of the problems the teacher faces.

8. What Colleges and Universities Can Do

Science and mathematics departments in colleges and universities have a responsibility to provide complete and up-to-date instruction in their fields so that prospective teachers can be adequately prepared in the subjects they are to teach in elementary and secondary schools. There should be special science and mathematics courses for teachers who return after graduation for further study. Similar courses can be offered as in-service education for teachers in the field.

9. What Citizens' Groups Can Do

Citizens own the public school system, and have the responsibility for supporting it. There are a number of factors responsible for the variation in the quality of elementary and secondary schools, but studies show that quality is more highly correlated with the degree of financial support than with any other factor. If funds are needed for a more adequate long-range educational program that will safeguard national security and promote the public welfare in a technological age, citizens have the major responsibility for supplying them.

10. What Industry and Labor Can Do

Industry and labor are in strategic positions in the life of most communities. Their cooperation with the educational program is mutually beneficial, for both industry and labor depend upon the school system for the training of their personnel. Among the actions that might be taken by either industry or labor, or by both, are these:

Providing scientists, engineers, and technicians to take part in career conferences, assembly programs, class discussions, and teachers' workshops;

setting up scholarships, cash, and other incentive awards for outstanding work of high-school students;

Providing films and visual aids that show how mathematics and science are used in business and industry, and pamphlets that describe career opportunities.

No individual or single organization can solve the nation's need for increased numbers of highly qualified scientists and engineers and technicians. Cooperative effort from major groups and areas, directed toward a single set of objectives, is most likely to succeed. One of the most practicable ways of achieving this cooperation is through a comprehensive organization in each state to work on the long-range improvement of science and mathematics programs in the schools. The National Committee hopes that the Working Group's program will provide the basis for nation-wide action—by states and communities—to help solve a national problem.

LATE LISTINGS OF 1957 SUMMER SESSION WORKSHOPS AND COURSES IN JUNIOR HIGH-SCHOOL EDUCATION

(Continued from page 80)

The following reports on junior high-school courses to be offered by colleges and universities in the 1957 summer session are additional listings:

Institution	Course No. and Name	Dates	Professor
Western Michigan College Kalamazoo, Michigan	Ed. 420, The Junior High School	June 24-August 2	Clara Chiara
·	501E, Junior High Mathematics	August 5-16	Charles Butler
Rutgers University New Brunswick, New Jersey	Ed. 300:421, Fundamentals of core curriculum		Henry Vittum
	Ed. 830:406, Psychology of Adolescence	July I-August 9	N. B. Hanawalt
Oklahoma A and M College Stillwater, Oklahoma	Junior High School Seminar	June 10-14	Ellsworth Tompkins

The following institutions report no 1957 summer session courses on the junior high school. But emphasis on the junior high school will be given in their comprehensive courses on secondary education:

Syracuse University, Syracuse, New York
East Tennessee State College, Johnson City, Tennessee
University of Utah, Salt Lake City, Utah

Implanting Attitudes in Students: A Significant Function of the High School

HOMER T. ROSENBERGER

THE implanting of desirable attitudes in youth is one of the major functions of the junior and of the senior high school. This implanting usually is much more difficult to do than to teach a student how to read, how to write, how to speak before a group, or to teach him the facts of mathematics, science, and the social studies. Attitudes toward work, toward people, and toward change are of utmost concern to the entire nation as well as to any local community. These and other fundamental attitudes should be shaped constructively during the high-school years. For the last half century the implanting (developing) of desirable attitudes during this formative stage of life has presented a tremendous challenge to the secondary school's most competent teachers and administrators. These men and women set a personal example of desirable attitudes. Thus they create an atmosphere in which desirable attitudes germinate and thrive.

In the implanting of attitudes in the students of a high school, the principal sets the tone and the tempo. In those schools which cultivate attitudes most successfully, one finds a principal who himself has good attitudes. His staff catches his example, for it is contagious. He has an attitude of respect for his teachers and students. He recognizes that each member of the staff plays a significant role in the school's total program of varied activities. He exhibits an attitude of appreciation for the part played by each. He looks for ways to improve the school's usefulness and thus proves that he has a progressive and dedicated attitude. In those schools the teachers possess the following qualities: maturity and stability; a sense of personal responsibility for the development of youth; warmth and discernment in their interpersonal relationships; ability to recognize the capacity of youth to modify poor attitudes and develop good ones; and the concept that it is the mission of the high school to influence students in a way that will help them adjust to and be productive in their community. These teachers instruct so effectively that the wholesome attitudes which they possess and transmit are a by-product, almost inseparable from their teaching, and often unconsciously fostered.

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Frequently a high-school principal or teacher wants to implant wholesome attitudes in students and does not know just how to go about this somewhat intangible task. It is one which requires an approach that is based on sincerity, but, to a considerable extent, it needs to be accompanied by subtlety rather than bluntness. It is the purpose of this article to restate the necessity for implanting wholesome attitudes in students and to suggest how secondary-school principals and teachers can do this implanting.

WHAT IS AN ATTITUDE?

An attitude is a state of mind, conscious or subconscious, toward a particular matter or person. Webster's New International Dictionary of the English Language (Second Edition, Unabridged, G. & C. Merriam Co., 1955) defines attitude as follows:

- 3 Position or bearing as indicating action, feeling, or mood; as, in times of trouble let a nation preserve a firm attitude; hence, the feeling or mood itself; as, one's mental attitude in respect to religion.
- 6 Psychol. A state of mental or, esp., emotional readiness for some form of activity; as, observant attitudes.

Webster's New Twentieth Century Dictionary of the English Language, (Unabridged, Second Edition, The World Publishing Co., 1956) defines attitude in these words:

- 2. the manner of acting, feeling, or thinking that shows one's disposition, opinion, etc.; as, a threatening attitude, an attitude of entreaty.
 - 3. one's disposition, opinion, etc.

Another definition is as follows:

2. Any habitual mode of regarding anything; any settled behavior or conduct, as indicating opinion or purpose regarding anything.

. . .

attitude is the position appropriate to the expression of some feeling; the attitude may be unconsciously taken through the strength of the feeling; as, an attitude of defiance; or it may be consciously assumed in the attempt to express the feeling; as, he assumed an attitude of humility. (Funk & Wagnalls New "Standard" Dictionary of the English Language, Funk & Wagnalls Co., 1952.)

Is there anyone, with reasonable amount of intelligence and normal health, who does not have attitudes? Any person is a composite of many attitudes. One's attitudes are reflected in his appearance, relations with fellow workers, the type of leadership example which he sets, his ability to solve problems, his work habits (conscientious and thorough, or slipshod), and personal habits (integrity, friendliness, etc.).

Attitudes are shaped by our environment, including people with whom we associate, our education, our work, and other experiences. The total experiences of any person are different than the total experiences of any

other person. Therefore, attitudes vary from person to person to the extent that each may have a slightly to a greatly different attitude toward any particular program or issue, or person, or thing. Additionally, one's attitude toward a given thing or situation or person may change each time there is a change of circumstances which relate to him and to them.

Our attitudes direct our lives and determine our behavior. For example, if one has implanted deeply within him the attitude that freedom of the individual is a two-way matter, he will develop self-restraint to the extent necessary to avoid destroying the freedom of other persons. One's attitudes are the very basis for one's integrity or lack of it. They determine whether or not one will attempt to be a contributor to human welfare.

THE CARDINAL PRINCIPLES

The seven cardinal principles of education are as fundamental today as they were when published in Bulletin No. 35, 1918, by the former U. S. Bureau of Education. Most of them can scarcely be achieved except by implanting wholesome attitudes in high-school youth. Nor can there be an encouraging future for the nation unless the seven cardinal principles are achieved. These seven—health, command of fundamental processes, worthy home membership, vocational and economic self-sufficiency, civic education, worthy use of leisure, and ethical character—are essential factors in the spirit of service, democracy, and progress.

Horace Mann wrote:

If we do not prepare children to become good citizens;— if we do not develop their capacities, if we do not enrich their minds with knowledge, imbue their hearts with the love of truth and duty, and a reverence for all things sacred and holy, then our republic must go down to destruction, as others have gone before it . . . (Eighth Annual Report of Education, Boston, 1844, page 135.)

This statement places on the schools a great charge. It is through implanting of proper attitudes that the school can block an easy philosophy of life and a "something for nothing" attitude and replace these with a wholesome outlook and a desire to live constructively.

The attitude of wanting to learn creates a thirst for knowledge. The attitude of wanting to try develops perseverance. The attitude of wanting to like rather than dislike any worthy person produces an affable and a buoyant personality. The attitude of wanting to be helpful kindles a sense of social responsibility and leads to constructive living rather than to cynicism or selfishness. The implanting of these and equally wholesome attitudes in high-school students assures the achieving of the seven cardinal principles of education. Without question, the developing of such attitudes during the extremely formative junior and senior high-school years is a matter of vast importance. The great majority of youth in the United States now attend high school. The extent to which the high school develops wholesome attitudes each year in its millions of students rather largely sets America's pattern of attitudes, and, consequently, its future.

WORTHY OF REPETITION

The basic purpose of America's public high schools is to develop sturdy character so that its students will function happily and constructively in a democratic society. If education only makes people more clever and neglects the implanting of wholesome attitudes, it is not worth what it costs. The schools dare not depend entirely on the home, the church, and various out-of-school economic and social relationships to develop character in students. Schools do much more than teach the facts of mathematics, the sciences, and social studies, and develop vocational skills.

From the days of Socrates to the present, discerning educators have urged the implanting of worthy attitudes in students. Socrates directed searching questions to his students. Plato aroused in those who attend his Academy a desire to seek the truth and use it to serve the community.

During the period 1925-1930 there was much interest in character education. This interest was readily noticeable in the United States and in other countries. It produced a flood of books, articles, and discussion meetings. In 1926 the National Education Association appointed a Committee on Character Education. The Committee functioned actively for several years. Also, in 1926, Herbert Hoover, then Secretary, U. S. Department of Commerce, said:

But after all our schools do more than merely transmit knowledge and training; they are America itself in miniature, where, in a purer air and under wise guidance, a whole life of citizenship is levied experimentally with its social contacts, its recreations, its ethical problems, its political practice, its duties, and its rewards. Ideals are developed that shape the whole adult life. Experience is gained that is valuable for all the years of maturity. I would be one of the last people in the world to belittle the importance of the exact knowledge that teachers impart to their pupils—as an engineer I set a high value upon precise information—but knowledge, however exact, is secondary to a trained mind and serves no useful purpose unless it is the servant of an ambitious mind, a sound character, and an idealistic spirit. Social values outrank economic values. Economic gains, even scientific gains, are worse than useless if they accrue to a people unfitted by trained character to use, and not abuse them. (Journal of the National Education Association, April 1926, page 105.)

In a letter of February 20, 1935, to E. E. Oberholtzer, Superintendent of Schools, Houston, Texas, Franklin D. Roosevelt put the matter of character education and attitudes in these words: "Our ultimate security, to a large extent, is based upon the individual's character, information, skill, and attitude—and the responsibility rests squarely upon those who direct education in America." (Journal of the National Education Association, April 1935, page 131.)

Without the implanting of wholesome attitudes in students there is little prospect of character education. In the final analysis, wholesome attitudes are the paramount objective of education itself.

The extent to which knowledge acquired in high school has ethical value depends upon the student's attitudes and intelligence. Those with

IQ's ranging between 90 and 110, or above, who have attitudes which result in a love of learning, interest in the welfare of others, and perseverance, are very likely to become useful citizens rather than crafty schemers.

It is the function of principal and teacher to inspire students to look around in the world of knowledge. It is also their function to inspire students to look up, to acquire attitudes of respect for their fellows, perseverance, and the habit of requiring integrity of themselves and of others. Genuine attempts to inspire high-school students to look up will do much to offset the hardened attitude frequently noticeable among some students in high school—an attitude which causes them to "go with

the crowd," no matter how "tough" it may be.

What a high-school student desires may be more important to society than what he knows. Does he like to associate with wholesome persons? Does he want to play fair? Does he want wholesome amusement? Does he want to work industriously toward a socially acceptable goal? The answers to these questions depend mainly on his attitudes. Favorable answers to these questions are more important than the acquiring of a large quantity of historical or mathematical facts. It is important to himself and to society that he prefer worthy things to the unworthy. With wholesome attitudes, normal mentality, and ordinary physical health, any high-school student can achieve the seven cardinal principles of education, and sound character, and be a credit to his or her community.

During the last thirty years numerous approaches to character education have been attempted in public schools in the United States. The Iowa plan of character education and the Buffalo (New York) and the Utah plans were popular in the 1920's. The Iowa plan had thirteen Foundation Principles (goals) which were to be achieved through the regular curriculum, particularly in literature and biography, through personal talks, and student participation in social and civic projects. The Buffalo and Utah plans of character education, too, set forth specific objectives. These two plans called upon history, civics, literature, biography, and extraclass activities as a means of character development. Details concerning these early approaches to character education in America's public schools can be found in Character Education Methods: The Iowa Plan. (Character Education Institution, Washington, D. C., 1922, 46 pages) and in Character Education Supplement to the Utah Course of Study for Elementary and High Schools, 1925, (revised in 1929 and in 1939). The Character Education Inquiry of Teachers College, Columbia University, in cooperation with The Institute of Social and Religious Research, produced three large volumes in 1928, 1929, and 1930, respectively. The first, by Hugh Hartshorne and Mark A. May, was entitled Studies in Deceit. Volume two, written by Hartshorne, May, and Julius B. Maller, was entitled Studies in Service and Self-Control. The third volume was prepared by Hartshorne, May, and Frank K. Shuttleworth. It was entitled Studies in the Organization of Character. The three volumes were published by the Macmillan Company. Even Congress entered the picture of character education in the public schools, making a special appropriation for a character education plan which was used in public schools of the District of Columbia in the middle 1930's. Washington's Superintendent of Schools, Frank W. Ballou, explained the plan in various speeches and articles. One of those articles is found in the Educational Record for July 1934. It is entitled "An Experiment in Character Education in the Washington Schools." (Pages 284-288).

The inculation of character certainly cannot be accomplished lastingly by prescribing rules of conduct by which teachers and students must abide, or through offering a special course in character development, or by assigning this development function exclusively to the school counselor. Instead, tactful and planned efforts of the principal and all members of his staff seem to be necessary.

Since 1930 America's way of life has changed drastically. Depression, all-out war, and prosperity and cold war have each had their effect. A trend toward an easy philosophy and an attitude of "get rather than give" have become increasingly pronounced. The shortage of qualified, dedicated teachers has become acute partly because teachers' salaries do not keep pace with the times and partly because of expanding occupational opportunity in other fields, especially for women. These situations have had tremendous effect on America's attitudes, and because of these changes, we are more and more conscious of the importance of attitudes.

ATTITUDE TOWARD CHANGE

Ability to adjust wisely to change is a valuable quality. This ability depends upon one's attitude toward change. Some people are rigid and are much too slow to accept innovations. They may be too favorably disposed toward that which they know about or are accustomed to and suspicious of those things which are new to them. Still other persons jump thoughtlessly from one point of view to another, ride with the current, and line up with the popular side of an issue.

During youth it is fairly easy for most persons to adjust to change; later in life the problem becomes more acute. The school that implants an attitude which causes its students to view change objectively and to search for better goals and improved methods makes an enormous contribution

to the community.

In "American Mood: 1957," in the January 1957 issue of Woman's Home Companion, Eric Sevareid points out that the world has changed "more deeply" in the last ten years than in "any period" during the last century and a half. He tells of predictions and concepts that had been circulated widely, which later proved to be incorrect, due to shifting trends. One of these concepts was that U. S. population would level off in its size. Instead, our poulation continues to increase sharply. He enumerates contrasts in America, such as neglect of schools and a "shock-

ing dilution of our educational standards" and a "swelling counter movement" of public protest. He summarizes swift and breath-taking changes that have occurred in the United States during the last decade and assures the reader that many more lie just ahead—as we all surmise. Our awareness of being on the threshold of a succession of significant changes causes us to pause and consider once more the role of the high school in the development of an attitude which prompts people to view change objectively, and which causes them to re-examine their own attitudes from time to time.

ALL CAN HELP

The implanting of attitudes is a function not limited just to the school counselors, or only to those who teach a core course, or a separate course in personal problems, or a course in sociology, or a course in problems of democracy. This implanting is the function of the entire school. By their own attitudes, the principal and every member of his staff, including the secretary, custodians, and cafeteria workers, can assist in the implanting of attitudes in students. The counselor is in a good position to shape a student's thinking, because of having specialized guidance data at fingertips and because of having an opportunity to meet the student in private, on a friendly basis. The teacher who handles driver education finds numerous ways to develop attitudes which produce safety-consciousness and courtesy. The cheerful, efficient school janitor who exhibits a zest for life and his job, and a fondness for people, too, has a good influence on students.

A teacher has an enviable opportunity to implant the attitude of perseverance. The teacher who encourages a student to try when the student is having difficulty in keeping up with the class helps him develop the will to succeed. The coach who uses the low man on the team to play for at least a few seconds, in a major game, and several times during the season, because of the boy's all-out-effort, fosters an attitude of "I won't give up." Especially is this true if the coach tells him "You've stuck to it. Keep on trying and you will have still more opportunities to get in the game."

The principal and all members of his staff have a part in the implanting of attitudes in high-school students, either by conscious effort or by default. All can help to implant wholesome attitudes. This implanting is a major, not a subsidiary, function of the junior and the senior high school.

When efforts of all members of the staff are unified, the results can readily be noticed. However, a concerted attempt to implant attitudes should be a healthy, continuing, sort of thing which causes students to arrive at their own decisions after they have done careful thinking. The concerted effort of teachers should not be a series of harangues, or a stifling kind of indoctrination, or an out-and-out attempt as "brainwashing."

The school in a democracy ought not attempt to regiment its students by fixing rigid attitudes. Instead, it should create an atmosphere in which wholesome attitudes spring up. It should be an atmosphere which causes the student to examine himself to detect faulty or extremely rigid attitudes and their cause, and one that gives him the will to modify them, or change them completely. One's attitudes are not always logical. Sometimes they are harmful to oneself or to others. It is the function of the school to create an atmosphere in which the student realizes these facts and considers them carefully. Schools ought to nurture good attitudes rather than demand them. Schools should point out that there are certain things we dare not do, and that we must crush some impulses just as we ought to encourage other creative impulses that are good. These things the school can accomplish if the student likes school. If he is set against school, the implanting will at least be difficult. But the faculty that wins the confidence of the student and convinces him that it wants to help whenever he has a personal problem can do a great deal of attitude implanting.

In those junior and senior high schools where the principal and every member of his staff attempt to win the confidence of students and to implant wholesome attitudes, a high percentage of students respond and develop attitudes consistent with their individual needs and society's.

THE POWER OF EXAMPLE

By their personal example, high-school principals and teachers implant attitudes of objectivity or prejudice, democracy or authoritarianism, faith in people or cynicism. They set an example, purposely or unknowingly. An example of integrity and love of learning on the part of the principal and each of his teachers charges the atmosphere of the school to such an extent that it is fairly easy for the student to absorb and acquire these attitudes in a natural kind of way. But in the school where such example is not set, there may be much dissatisfaction because of homework and examinations, there may be numerous instances of cheating during examinations, and, frequently, there may be pilfering of school property and students' lockers.

Thousands of high-school principals and teachers exhibit, consistently, in the schools and in the community, a love of learning and a genuine interest in the welfare of others. By their personal, inspiring example, they implant studious, humanitarian, and other desirable attitudes. The personal example is noticeable in all situations where the principal and members of his staff come in contact with their students—in classroom and shop instruction, in extraclass activities, in the corridors and in the principal's office.

Principals and teachers who have convictions, and stand for them when doing so is a severe test, win the respect of their students and have an impact on them. By their impartiality they implant in students an atti-

tude of fair play. The principal and the teacher who set an example of industriousness thereby foster an attitude of industriousness.

A principal or a teacher cannot be expected at all times, and with perfection, to set an example comprised of all these ideal elements. No one could do so. However, there are numerous principals and teachers whose personal examples include all of the above mentioned qualities, well demonstrated most of the time. It is reasonable to assume that such persons implant wholesome attitudes deeply within a substantial percentage of their students, and that, with an undetermined number of students, the attitudes are of lifelong duration.

THE POWER OF CASUAL SUGGESTION AND ILLUSTRATION

In many different situations the principal and members of his staff have an opportunity to make casual suggestions to students with the purpose of implanting a desirable attitude, or to prepare a background which places all types of desirable attitudes in a favorable light. A physics or a social studies teacher, or an athletic coach, can let his or her attitudes be known by casually expressing personal points of view when a good occasion presents itself. This can be done in the classroom or when counseling individually, or when chatting with one or a few students in what seems to be a casual manner.

Books such as U. S. Senator John F. Kennedy's Profiles in Courage (Harper and Brothers, 1956), furnish many illustrations of desirable attitudes upon which a principal or teacher can draw. For example, the courage and integrity of John Quincy Adams in defending Thomas Jefferson's Embargo Act of 1807, at time of a general European war, is told dramatically by Senator Kennedy. The purpose of the embargo was to win recognition of neutral shipping. John Quincy Adams was then U. S. Senator from Massachusetts. He voted for the embargo in spite of the opposition of his constituents, believing he was acting in accord with the best interests of the nation. His position in favor of the embargo was so unpopular in Massachusetts that he resigned from the Senate, rather than sacrifice conscience and change his position to please the citizens of Massachusetts. This was a courageous decision. Of his disagreement with his constituents he said: "I will only add, that, far from regretting any one of those acts for which I suffered, I would do them again, were they now to be done, at the hazard of ten times as much slander, unpopularity, and displacement." (Page 50, Profiles in Courage). Adams retired to private life, but in 1824 was elected President of the United States. After serving as President, he was sent to the U.S. House of Representatives for many years by the people of Massachusetts. Time vindicated his courage.

When a feature motion picture of remarkable quality is being shown in the city or town where the high school is located, it is appropriate for a teacher to comment casually on the film, and, in a "non-preachy" manner, point out the lofty attitude shown by one of the actors or actresses.

Parade and This Week, Sunday picture magazines found in the Sunday edition of many newspapers, each contain inspiring articles on the inside of the front cover. Those articles furnish ideas for "casual suggestion" and give enough detail so that the teacher can illustrate the suggestion. The article in This Week for August 12, 1956, entitled "Who Said Impossible?", may have stimulated thousands to try things they might otherwise have given up in despair.

From time to time, attitudes can be implanted casually through the placing of clippings and posters on bulletin boards in classrooms, corridors, vocational shops, and in the auditorium. However, one should avoid cluttering a bulletin board. Changing the exhibits every week or two (and sometimes even more frequently) helps to draw attention.

Occasionally gems of literature can be introduced somewhat casually, and with extremely good effect, in any course or other activity conducted by the high school. In an algebra class, a shorthand class, or on the basketball floor during daily practice, and during individual counseling, gems of the following kind can be quoted and can be illustrated in terms of a recent occurrence familiar to the group, or to the individual being counseled:

This, above all—to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.—Shakespeare's Hamlet

For they can conquer who believe they can.-Virgil

.

Count that day lost whose low descending sun, Views from thy hand no worthy action done.—Benjamin Franklin

.

A good name is rather to be chosen than great riches.-The Bible.

Books of quotations furnish a quick way to select literary gems. For example, H. L. Mencken's A New Dictionary of Quotations (Knopf, 1942) lists quotations on a subject matter basis. Bartlett's Familiar Quotations (13th edition, 1955, Little, Brown and Company) lists quotations by authors—from Shakespeare in one section, from Thomas Henry Huxley in another, etc.

From time to time, a teacher can point out tactfully, during regular classroom activities, during extraclass activities, or during individual counseling in private, that occasionally it is wise for a person to examine his or her attitudes with a view either to modifying or intensifying a particular attitude which the student now possesses.

On numerous occasions the principal and members of his staff have opportunities to suggest casually that a good attitude toward others is helpful, and to illustrate the suggestion. They can point out that so much of success in life depends on our ability to get along well with

people, and that the person who has an attitude which causes him to look for the best, rather than the worst, in people usually finds good things and obtains a favorable response from those with whom he deals; whereas, the person who has an attitude which prompts him to look for the worst usually finds it and gets poor response from those with whom he associates.

DIRECT TEACHING AS A MEANS OF IMPLANTING ATTITUDES

This method can be an elaboration or the casual. In both, the teacher can use the same case materials. For example, in the one the teacher might casually call attention to a newspaper article, and, in the other, discuss it at some length. He might even ask the class members for comments, or ask them to read the article and comment on it in writing.

Group Interaction

Attitudes can be shared. They can scarcely be sprayed successfully, like water on a thirsty lawn. Consequently, in the implanting of attitudes by direct teaching, or by casual suggestion, skill is needed. A sound approach to the implanting of attitudes in high-school students, by means of direct teaching, requires the considering of every applicable technique, such as the guided discussion. Educators, psychologists, and psychiatrists have found that, with guidance, small groups of people can solve many of their personal problems. In the last fifteen years there has been phenomenal success in the use of guided-discussion techniques to cause group interaction on the individual within the group. This simply means that in healthy group discussion there is a positive interaction on the individual. The group influences him. The leader merely guides. He pushes himself into the background.

Through appropriate guiding of a group discussion, rather than dominating the group, a high-school principal, teacher, counselor, or coach can bring about a change of attitudes. In an attempt to make full use of group interaction techniques, it may be possible to assemble in extraclass activities small clusters of students, each cluster being rather homogeneous, especially as to need for acquiring a particular attitude. For example, through adroit handling a stamp club might be comprised of eight or ten students who have a poor attitude toward honesty. In the meetings of the club, a faculty member can guide the discussions so that the group will talk about the value of rare stamps, protection of them, guarding against being defrauded when purchasing stamps, and about one's responsibility to be fair when he sells or trades stamps. With the "climate" such that each member of the group is at ease and feels free to say what is on his mind and heart about any phase of honesty, there will be frank discussion. Ideally, those members of the group who are tense because of their lack of the socially approved attitude will speak their mind and tone themselves down by speaking. The members of the group will soon talk in favor of honesty. Group interaction has now put them into condition to teel good about honesty. At this point follow-up is necessary. Perhaps individual counseling in private will be the best type. No Subject Area or Activity Excluded

Any subject area in the high-school curriculum and any activity scheduled by the school lends itself to the implanting of attitudes by direct teaching, as well as by casual suggestion and illustration. As a matter of implanting by means of direct teaching, a chemistry instructor can call particular attention to good advice given by great scientists—for example, the following by Louis Pasteur:

Have confidence in those powerful and safe methods of which we do not yet know all the secrets. And, whatever your career may be, do not let yourselves become tainted by a deprecating and barren skepticism, do not let yourselves be discouraged by the sadness of certain hours which pass over nations. Live in the serene peace and quiet of laboratories and libraries. Say to yourselves first, "What have I done for my instruction?" until the time comes when you may say, "What have I done for my country?" Then you may have the immense happiness of thinking that you have contributed in some way to the progress and the good of humanity. But whether our efforts are, or not, favored by life, let us be able to say, when we come near the great goal, "I have done what I could,"

In using this quotation the teacher can well urge, enthusiastically, but not in a dictatorial way, that students consider Pasteur's words carefully and dedicate their lives to worthy effort. Doing this sort of thing gets to the very heart of the mission of any teacher.

Core Curriculum

The core curriculum is especially well adapted to the implanting of attitudes by direct teaching. The core course emphasizes general education and does so by combining subject matter and activities from two or more fields, often English and history. Typically, in a core course there is discussion of personal and community problems. Such discussion furnishes excellent opportunity to draw out students as to what they think one's attitude should be toward public property, toward work, toward thrift, toward long-range planning, and toward democracy. The teacher can guide the discussions in a way that will implant and nurture desirable attitudes. The essential thing in these group meetings is to involve the students in the discussion so that they will tell what they think about attitudes and how to develop them. This requires much skill. Different teachers do it differently. The important thing is for the teacher to be on the lookout for ways to bring the students into the discussion rather than just pour ideas on silent, non-participating students. The teacher can ask for their ideas about a statement like the one above by Pasteur.

Current Materials

Current, specially prepared materials, such as Public Affairs Pamphlets and Life Adjustment Booklets can be used effectively when implanting attitudes by means of direct teaching in a core course. Among recent Public Affairs Pamphlets which are helpful are No. 233, Who's on First—Fair Play for All Americans (April 1956) by Jack Mabley, and No. 234.

Coming of Age: Problems of Tecnagers (May 1956) by Paul H. Landis. These pamphlets, dealing respectively with a tolerant attitude toward various races and creeds, and with typical problems of high-school youth, can be secured from 22 East 38th Street, New York 16, N. Y.

The Life Adjustment Booklet entitled Understanding Yourself was written by William C. Menninger, well-known psychiatrist. It has gone through at least a dozen printings and is available, along with 54 other pamphlets in the series, from Science Research Associates, Inc., 57 W. Grand Ave., Chicago 10, Illinois.

Occasionally when a teacher finds a few paragraphs or several pages of material that seem particularly appropriate for use when developing a particular attitude by means of direct teaching, any of a number of procedures can be followed. Two are given here:

1. Supply the material to one member of the class and have him report orally on it to the class one or several days later.

2. Furnish the material to each member of the class; ask each to revise it as he or she believes desirable, turn the next meeting of the class into a workshop session in which the class produces a revision of which it is proud.

Films and Filmstrips

Motion picture films are a useful adjunct when calling attention to attitudes by means of direct teaching. Selected, short, 16 millimeter films, adapted from feature motion pictures, are available from Teaching Film Custodians, Inc., a non-profit organization at 25 West 43rd Street, New York 36, N. Y. Their catalogue of February 1955 lists a variety of short subjects suitable for the classroom, available for long terms (one to 10 years) at comparatively low rates. The catalogue lists "Watchtower Over Tomorrow," from MGM, a 10-minute film useful in developing an attitude of global-mindedness in contrast to the attitude of isolationism. The film deals with the Dumbarton Oaks proposals, and the responsibility of the United Nations Council to maintain peace.

Two other films available from Teaching Film Custodians are useful in developing an attitude of fair play. Both are adapted from 20th Century Fox productions and were adapted in collaboration with the Audio-Visual Committee of the National Council for the Social Studies. The first of these two films runs 29 minutes, is entitled "Due Process of Law Denied," and was adapted from the feature film entitled "The Ox-Bow Incident." The second, 30 minutes in length, entitled "Justice Under Law," was adapted from the feature film entitled "Boomerang." The first of these two films for classroom use centers around the lynching of three men who, after their death, were proved innocent. The other depicts a prosecutor upsetting what seemed to be "an open and shut case." He disproves each piece of evidence and thus nobly frees an innocent man at the expense of winning the case and personal acclaim as a successful prosecutor.

Filmstrips can probably be as useful as motion pictures in the implanting of attitudes by direct teaching. In both the motion picture and the filmstrip, the "open-end" technique can be used. The film or strip ends "open." It stops just before a climax, just before a vital question is answered. Thus it assists the teacher greatly to plunge the group into a discussion of the subject presented in the film or strip. Teaching Film Custodians make available a nine-minute "open-end" film excerpted by the Audio-Visual Committee of the National Council for the Social Studies. The film is entitled "Bargaining Collectively" and is based on the MGM film entitled "An American Romance." The film shows a committee of workers meeting with plant directors at time of a strike; arguments of both labor and management concerning union recognition are presented. The film draws no conclusions. Instead, it closes with the board chairman calling for a vote. This "open-end" helps the teacher plunge the class into a discussion of a current social problem, with the purpose of developing an attitude of open-mindedness.

The 1956 United Nations Filmstrip Catalogue describes 12 strips for use in secondary schools. These strips average 60 frames in length, and like the film mentioned above, can be used to develop an attitude of global-mindedness. One of them, entitled "Towards a Better World-How the United Nations Began," has 63 frames, and mimeographed commentary. The frames show how international cooperation in problemsolving grew gradually during the last 100 years, the signing of the UN charter, and major stages of UN development in implementing the

charter.

Role-playing

A teacher who is skillful in selecting students with acting ability and in having them act out typical situations can use role-playing as a means of implanting attitudes by direct teaching. If a class discussion deals with integrity in public office, the teacher may find a way to select quickly three or four students to come to the front of the room and act out the very situation then under discussion—perhaps the acceptance of a bribe. The role-playing will probably accent the villainy, causing bribery to look like a shabby thing indeed, and will no doubt cause each member of the class to realize that integrity is not only noble but also necessary for democracy to function satisfactorily. Role-playing can make the whole matter vivid and real, rather than just an academic exercise to be exposed to now, and forgotten after the next examination.

Additional Approaches

Teachers have a duty to lead students to the point where they can recognize different attitudes, and, immediately, as well as later in life, choose some for themselves and reject others. In carrying out this duty the teacher can do the following, in addition to using the approaches described above:

- 1 Suggest to students that they consider adopting a specific attitude, and give reasons for the suggestion. This can be done in the classroom. For an individual who is in great need of the suggestion, it can be made in private.
- 2 Have a member of the class search for someone, living or dead, who epitomizes the attitude under consideration and have the student report to the class concerning the individual. If, in his report, the student fails to bring out the significant facts, the situation can be remedied immediately before the student is seated, by skillful questioning on the part of the teacher.
- 3. Assign to a student a half dozen cases, each illustrating the same attitude. After he reads them, have him tell the class (or tell the teacher, privately) the general attitude which they reveal. This is the inductive case method.
- 4. Explain the nature of one general attitude and then assign to a student a half dozen cases which illustrate that general attitude. This is the deductive case method. After he reads them have him tell the class (or tell the teacher, privately) which of the cases made the deepest impression on him, and why, and have him relate an additional case which illustrates the same general attitude.
- 5. Use the Socratic method-ask leading questions about attitudes. (Should a highschool teacher set a good personal example? How can one's attitude toward cheating on school assignments and examinations affect him later in life? Does shoplifting in a five-and-ten-cent store and then stealing someone's gloves or \$2 watch lead to still more dishonesty? etc.)
- 6. Leach by analogy. Even though a teacher cannot anticipate all crucial situations which his students will face in future years, he can assist them to command at a later time an appropriate attitude to meet many of those unforeseen periods of decision, through teaching by analogy. At that future time when the student is confronted with a specific situation which is of great consequence to him, he can draw upon the analogy which most nearly fits it.

Analogy is a method of reasoning by means of either literal or figurative comparison. On the basis of similarities between the ideas, objects, institutions, etc. compared, inferences are drawn. In the literal comparison one person is compared with another person, one school with another school, one country with another country, and one habit with another habit so as to furnish logical proof. The literal comparison is also used to clarify for the listeners by comparing something that they understand with something unknown to them or something which they misunderstand.

In the figurative analogy (comparison), there is emphasis upon unusual relationships between things of different categories. A boy without purpose may be compared with a ship having no rudder. The following statement by U. S. Senator Paul Douglas, soon after the outbreak of hostilities in Korea, is an example of the figurative analogy: "The manifestation of Communist aggression in Korea during these last six months is but the showing of the fin of the shark above water. It is but a fraction of the striking power of the man-eater which lies beneath the surface. Day before yesterday it was Czechoslovakia; yesterday it was China; today it is Korea. What will it be tomorrow?"

Teachers and coaches with fertile imagination find many ways to implant attitudes by means of direct teaching. Regardless of whether they are instructing a class in physics or history, or meeting with the school's stamp club, or coaching the dramatics team or the basketball team, they can find appropriate ways to teach directly, as well as casually and by example, the value of wholesome attitudes.

SPECIFIC EXAMPLES

The following comments are made to show how one basic attitude, humbleness, can be implanted in high-school students by means of the three methods discussed briefly, above—(1) example, (2) casual suggestion and illustration, and (3) direct teaching. In addition to setting an appropriate example of humbleness, the principal and the teacher can each point out to students what this attitude consists of and why it is basic and desirable. They can convey facts concerning the humbleness of real people—living or dead, great or little-known—and point to the satisfactions that humbleness brings to the individual possessing it, and its value to society.

Humbleness is one attitude that seems particularly basic. Humbleness should be of a type which is combined with self-confidence and industriousness rather than with servility and slothfulness or a feeling of inferiority or humiliation. Humbleness is an attitude thats give a pleasingly quiet strength to one's life. This desirable type of humble attitude can be cultivated by means of example, by casual suggestion and illustration, or by direct teaching, or by a combination of any two or use of all three. When the attitude of humbleness is developed in a person, still other desirable attitudes are soon likely to accompany it.

The high-school years constitute an especially appropriate time in one's life to acquire humbleness. At high-school age most persons have not yet gained much to be haughty about, although many seem inclined at that stage of their development to have a restless sense of importance and a great deal of intolerance. Perhaps it is the kind that is associated with a feeling of intellectual and financial inadequacy as compared with adults. If humbleness is not implanted until one is in his (or her) late 20's, or in his 30's or 40's, he may not then be able to acquire humbleness, or only with agony! These facts can be presented to students as the opportunity to do so arises.

A teacher or principal who receives an honor can teach humbleness to students by not seeking publicity about the honor and by being modest and appreciative rather than vain when complimented about the achievement. Either a teacher or principal can cultivate an humble attitude in their students by making casual suggestions about the rewards of humbleness and, in an equally casual way, by giving pertinent illustrations. Teachers also have almost endless opportunity to foster attitudes by means of direct teaching.

To implant the attitude of humbleness, an incident such as the following can be used to evolve a casual suggestion and can be told in a somewhat offhand way to illustrate the suggestion. Also the incident can be used when implanting by means of direct teaching.

Four men were eating lunch together. One extolled another of them, enumerating some of his more important achievements, whereupon he who was being extolled dis-

claimed the praise. The enthusiastic extoller insisted that the praise was due by replying. "Oh, but you are an humble person."

This was a great tribute. When people recognize the worth of your efforts and still regard you as being humble, they set you apart as one to be respected for your accomplishments and loved for your modest man-

The Reader's Digest for September 1955 contained a powerful message which too can be used in either casual suggestions or direct teaching. Written by the former President of the United Nations General Assembly, Carlos P. Romulo, it points out that a person of small viewpoints may be as rigid as a stunted bamboo, whereas greater persons have a spirit of humbleness. He likens the humble person to the flourishing bamboo, stating that the taller it grows, the lower it bends in time of stress. The message is reproduced here (Copyright 1955 by The Reader's Digest Association, Inc. Reprinted with permission):

THE BEST ADVICE I EVER HAD

Carlos P. Romulo Chairman of the Philippine Delegation to the United Nations; Former President of the U. N. General Assembly

I HAD JUST won an oratorical contest in the Manila High School. Flushed with exultation over my victory, I ignored the congratulations of one of the other contestants. As we left the auditorium, my old father asked, "Why didn't you shake hands with Julio?"

I told him that I had no use for Julio, for he had been speaking ill of me before the contest.

I can still see my dignified, gray-haired father, as he put his arm around my shoulder and said, "Your grandfather used to tell me, 'The taller the bamboo grows, the lower it bends.' Remember that always, my boy."

"The taller the bamboo grows, the lower it bends." Throughout these many years that homespun advice on humility has helped to guide my life.

I became a reporter, and in my contacts with men of all walks of life I observed that it is always the small man, the mediocre, who is arrogant and conceited, who does not know how to bend. The truly great man is tolerant, humble, and modest.

When I was a newspaper publisher, I once wrote an editorial in which I criticized strongly-and quite unfairly, I found out later-the President of our Senate, Manual L. Quezon. That evening I met him at a party and, as he was a hot-tempered man, he gave me a severe tongue-lashing.

Early the following morning when I entered my office, I found President Quezon awaiting me. "I came to apologize," he said. "I had no business talking to you the way I did last night. I am sorry." Quezon won my heart and, from that moment on, he had my abiding admiration. He grew tall; he was not ashamed to bend.

I was on General MacArthur's staff during World War II. On Corregidor we fought a losing battle. Outnumbered ten to one, without planes, it was only a question of days before the inevitable would come. General MacArthur was ordered by President Roosevelt to Australia. General Wainwright was left in command. I stayed with him. The day following MacArthur's departure, General Wainwright called a meeting of his entire staff.

"I don't know as much of defense as of offense," he said. "So I want to ask this of each of you: When you think I am wrong, tell me so."

Such humility can come only from a commander who is so great that he dares to bend.

After the war, I went to the United Nations Conference in San Francisco as Chief Delegate of the fledgling Philippine nation. Molotov's behavior at that time gave me a toreboding that Russia would be the stumbling block to world peace. In him I saw the stunted bamboo that would not bend. At the beginning of the Conference, my worst fears were confirmed when Soviet Russia opposed an opening prayer. When the leaders of the people have no faith in a Power Beyond, humility is foreign to their hearts. Unbending, they can only lead their people toward destruction.

That is why, when I was elected President of the General Assembly of the United Nations in 1949, I concluded my inaugural address by saying, "Let us pray to Almighty God to give us the vision and the strength to face our awesome responsibilities." I wanted to bring Him into our world organization, so that there might be humility in our hearts, for only where there is humility can there be peace.

In that hour of personal honor for me and for my country, in my mind's eye stood the picture of a high-school boy listening to the sage advice of a venerable old man—"The taller the bambio grows, the lower it bends."

This message by Carlos P. Romulo can be used in making a casual suggestion concerning the desirability of having an humble attitude, and in illustrating the suggestion. When the Romulo message is used to implant the attitude of humbleness by means of direct teaching, a member of the class can be asked to report on it to the class, or the class itself can be asked to read it and then spend a workshop session on it, drafting a somewhat similar statement relating to a person associated with their own state. As an alternative, each member of the class can be asked to write a short statement patterned on Mr. Romulo's, but concerning his own experience. For additional uses, the teacher can assign the Romulo message as either inductive or deductive case material, or base Socratic questions and analogy on it after having each member of the class read the message. He can also have a few members of the class act out one of the incidents related by Romulo.

The humbleness (modesty) of Benjamin Franklin is amazing. It furnishes both the principal and the teacher with ideas which can be used to implant an attitude by casual suggestion or by direct teaching. The following letter to Franklin asking for his portrait for Yale, and his reply, are in point. The letter is addressed to "His Excellency Dr. Benjamin Franklin, Philadelphia." by Ezra Stiles, President of Yale, and is preserved in the Manuscripts Division of the Library of Congress. It reads thus:

Yale College, January 28, 1790.

Sir.

We have lately received Governor Yale's Pourtrait from his Family in London, and deposited it in the College Library, where is also deposited one of Governor Saltonstall's. I have long wished that we might be honored with that of Dr Franklin. In the course

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of your long Life, you may probably have become possessed of several Pourtraits of vourself. Shall I take too great a Liberty in humbly asking a Donation of one of them to Yale College? You obliged me with a Mezzotinto Picture of yourself many years ago, which I often view with Pleasure. But the Canvass is more permanent. We wish to be possessed of the durable Resemblance of the American Patriot and Philosopher. You have merited & received all the Honors of the Republic of Letters. . . .

(The Papers of Benjamin Franklin, Rescued, Collected, Collated and Arranged by Henry Stevens of Vermont, 1852-1882, Miscellaneous Volume 1X, page 2129.)

Franklin replied as follows:

Philada, March 9, 1790.

Reverend And Dear Sir.

I received your kind Letter of Jan'y 28, and am glad you have at length received the portrait of Gov'r Yale from his Family, and deposited it in the College Library. He was a great and good Man, and had the Merit of doing infinite Service to your Country by his Munificence to that Institution. The Honour you propose doing me by placing mine in the same Room with his, is much too great for my Deserts; but you always had a Partiality for me, and to that it must be ascribed. I am however too much obliged to Yale College, the first learned Society that took Notice of me and adorned me with its Honours, to refuse a Request that comes from it thro' so esteemed a Friend. But I do not think any one of the Portraits you mention, as in my Possession, worthy of the Place and Company you propose to place it in. You have an excellent Artist lately arrived. If he will undertake to make one for you, I shall cheerfully pay the Expence; but he must not delay setting about it, or I may slip thro' his fingers, for I am now in my eighty-fifth year, and very infirm. . . . (Printed on page 83, Volume X, The Writings of Benjamin Franklin, by Albert Henry Smyth, Macmillan Company, 1907. The Manuscripts Division of the Library of Congress has a dim pencil draft of this letter, in Franklin's handwriting. It is found on pp. 2130-32 of Miscellaneous Volume IX of The Papers of Benjamin Franklin, referred to above.)

This example of modesty can be used to implant the attitude of humbleness in high-school students. It can be used casually, and as a means of direct teaching. It is recommended as both inductive and deductive case material and as the basis for Socratic questions, and analogy.

From time to time, as opportunity presents itself, a teacher can either point out thoughts of the following type (these particular ones having been jotted down by the present writer, as they occurred to him over a period of months), or ask for discussion of them:

Humbleness is a remarkable quality. A few people possess it. Most of us need it. But humbleness should not be a cringing sort of thing. It should not push a quiet, firm, self confidence into the background.

No matter how much recognition one gains for jobs well done and for high honors received, he or she still is rather insignificant in the universe. Even in one city of a hundred thousand population, he is surrounded by so many others who too deserve recognition, that he soon realizes, if objective, that he is not indispensable. And then for any human being life is short, and its length for him is never completely known until the end of its span. Why ought any of us feel that all the world should bow to us?

No matter how much one knows about a relatively broad field, there are many other persons who have mastered parts of that field which have scarcely come to his own attention.

Humbleness, as distinct from servility, is a characteristic of maturity. The know-it-all lacks both humbleness and maturity.

An humble person has one of the greatest of freedoms, the freedom from pretense.

Many persons who are popular say little about what they have achieved or about what they expect to accomplish. Nevertheless, humbleness need not cause one to deny these facts to his most intimate friends who want to know them.

When facing life as it is, how can an individual be puffed up about himself or herself?

One who has an humble attitude possesses a type of modesty that gives him self-respect and wins the admiration of others.

By projecting a motion picture film, such as "The Perfect Tribute" and having the class discuss the film, a teacher can drive home an important lesson concerning the value of humbleness. This 19-minute MGM film is based on Abraham Lincoln's trip to Gettysburg, his disappointment because of the poor reaction to his immortal speech, and his visit the next day with a wounded Confederate soldier. The film is available from Teaching Film Custodians, Inc.

With the assistance of a local radio and TV station or the Audio-Visual Section of the National Archives, Washington 25, D. C., a teacher can secure a recording (platter or tape) of Dwight D. Eisenhower's First Inaugural Address as President of the United States. By playing the entire recording, or at least the latter part, including the President's prayer, the teacher can make the attitude of humbleness glow. This kind of approach to the implanting of the attitude of humbleness, by means of direct teaching, usually helps to stimulate an active discussion. However, too much emphasis on a particular attitude, especially by means of direct teaching, may result in just the reverse of the lesson intended.

TEAM PLANNING

What the high school can do to implant the attitude of humbleness it can also do to implant each of many other worthy attitudes. When deciding to emphasize the implanting of attitudes, a principal may well call a faculty meeting in order to secure assistance as to direction in which to proceed and methods to be used. At least four objectives can be attained in a faculty meeting devoted to the problem of implanting attitudes:

- 1. Gain a clearcut picture of the school's over-all function in this area.
- 2. Arouse a will to implant attitudes skillfully and deeply.
- 3. Determine which attitudes should be concentrated upon.
- 4. Secure "how-to-do" ideas from the faculty, and thereby win approval for those ideas so they will be used.

The following is one type of how-to-do idea, followed through to a completed product. In a meeting attended by at least one teacher from each department of a high school, a special reading list, useful in implanting attitudes, can be compiled. A biology teacher suggests a book or

article relating to biology, that teaches a particular attitude. A mathematics teacher suggests one or more published items relating to mathematics, that can be used to teach the same, or perhaps a different attitude. The completed list represents each subject matter field in the school's curriculum and deals with a number of attitudes. The reading list can be available for each member of the faculty.

In a unified effort to implant attitudes, it may be well to have each teacher decide upon which attitude or attitudes he or she will concentrate, and to coordinate the effort so that a handful of basic attitudes will receive systematic attention. Just as one persons enjoys playing a part in an amateur theatrical and another does not, and one sings well before a group while another feels out of character at the thought of singing in a quartet in public, some teachers implant one kind of attitude far more successfully than another kind of attitude. It is a matter of wisdom for a teacher to analyze his attitude-implanting ability and to use it to emphasize those attitudes which are a part of him, and to do the emphasizing in a natural rather than in a stilted way.

The following are a few specific ways in which a high-school principal can accomplish team planning:

- 1. Devote a faculty meeting to the exchange of methods and techniques that have been used successfully by his faculty to implant attitudes in students.
- 2. Appoint a committee of faculty members, or of students supervised by a faculty member, to (a) secure from radio and TV stations recordings of great speeches which can be used effectively to implant attitudes: (b) prepare a memorandum describing each recording selected and secured so that it can be distributed by the principal to all teachers.
- 3. Designate a faculty member to make tape recordings, each of several minutes duration, of those parts of plays enacted in the school that relate to attitudes. Make the tapes available to all members of the faculty, for use in class, but on a booking basis that precludes the use of the same tape by more than one teacher for the same group of students.
- 4. Appoint a committee of faculty members or of students supervised by a raculty member, to prepare a short, open-end film or an open-end filmstrip. The script can be written by the committee and the pictures can be taken by it with a 16mm motion picture camera, or, for a filmstrip, with a 35mm still camera. Even though the completed production may not have a professional touch, those who make the film or strip will learn much by producing it and are likely to become enthusiastic about their production. Thus they will be able to transmit it enthusiastically to others. This enthusiasm can be caught and can result in the deep implanting of the attitude upon which the film or filmstrip is based. The production of one film or filmstrip can be paralleled or followed by the production of a second, third, etc.
- 5. Through committee effort increase the assurance of success in the use of roleplaying as a means of implanting attitudes by direct teaching. A committee can write short skits, each designated to assist in the implanting of a particular attitude. The skits can then be made available to teachers, but each should be issued to only one teacher so as to avoid having a skit used by more than one for the same group of students.

6 Establish a "clinic," composed of several members of the faculty, to study a few students who have excellent attitudes and a few with poor attitudes, as one means of determining how the school can do a better job of implanting attitudes.

In this team planning, the imaginative principal can go beyond his staff and students. He may solicit the aid of the director of the local Boys Club so that the efforts of the club and of the school to implant attitudes will be coordinated. The principal may also be able to arrange an occasional radio or TV program in which either school or professional talent gives appropriate emphasis to a desirable attitude. Through good relations with newspaper editors, he may succeed in having feature articles published occasionally which drive home helpful lessons. If the principal urges community groups, such as the Rotary, Kiwanis, Lions Club, or the Federation of Churches, to join with him in these efforts, he is almost certain to receive an enthusiastic response which will enable him to secure enough time on the air and sufficient newspaper space to keep a competent committee busy.

A UNITED FRONT

Perhaps seldom is an attitude implanted deeply and lastingly as the result of one casual suggestion, no matter how artfully it is made; or by showing one motion picture, regardless of how well selected; or by discussing one incident, even though dramatic and well timed. However, a series of tactful and sincere efforts on the part of the principal and all members of his staff will leave its impress on each student. This united front causes the student to be influenced by more than one member of the staff. Some students may be influenced favorably by a dozen teachers, a counselor, a dramatics coach, an athletic coach, or a janitor. During the span of three years in junior high school and three in senior high school, the impact of a united front can be tremendous. The impact can do much to supplement the influence of the best homes, the best TV programs, and the best commercial motion pictures, and to offset the effect of any homes, programs, activities, or groups which undermine wholesome attitudes.

These facts indicate that the implanting of attitudes is a matter which requires time and a variety of approaches used skillfully by many, and preferably all, members of the staff. The effect of successful implanting that is done by one teacher with one group today may wear off by next month, or even by next week, if the members of that group do not soon have the benefit of additional implanting. Adequate use of the high-school's opportunity to develop wholesome attitudes requires a united front. If even one member of the principal's staff has either a neutral or a harmful attitude toward the implanting of attitudes in students, then there is a break in the chain, a gap, an absence of a united front. A poor personal example on the part of one member of the staff—a custodian, cafeteria worker, secretary, coach, counselor, teacher—or on

the part of a contract school bus driver may injure greatly the school's potential effect on its students. Conversely, the salutary effect of one teacher upon a boy is strengthened when that same boy comes under the good influence of several other teachers and an athletic coach, in the same semester.

The concept of a united front, as described here, includes the central technique of modern advertising and public relations-the devoting of continuous attention to an objective and approaching it in various ways. In a junior or senior high school, a united front based on genuine interest in the student and accompanied by everlasting, tactful use of many approaches to the implanting of attitudes does obtain results that are truly remarkable. They far outstrip any results which are achieved in the field of commercial advertisting.

AMERICAN EDUCATION WEEK

The national sponsors of American Education Week have announced the selection of the 1957 theme, An Educated People Moves Freedom Forward. Dates for the year's observance are set as November 10-16, 1957. American Education Week, a joint project of the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers, is now in its thirty-seventh year. Traditionally, the week is a period for community evaluation of school needs and achievements and is marked by open house and other public functions.

Activities this year, according to Ivan A. Booker, coordinator of the American Education Week program, are expected to run along a two-way street. "The observance will be unusually significant this year," said Dr. Booker, "due to the wide-spread public interest in schools generated by state and local follow-ups on the White House Conference on Education." "The wide-spread emphasis on education resulting from local and national centennial activities of the National Education Association will also increase the significance of the 1957 observance," Dr. Booker added. "These programs call for discussion groups in every community 'to consider education in a changing world.' Conversely, information and interest developed through the American Education Week program will give impetus to all the groups that are carrying on year-round programs of evaluation and planning." Daily topics to be stressed in connection with the American Education Week theme are:

SUNDAY	November 10	Education for Moral Values
MONDAY	November 11	Education for Responsible Citizenship
TUESDAY ,	November 12	What Our Schools Should Achieve
WEDNESDAY	November 13	Ways To Provide Better Education
THURSDAY	November 14	Our Community's Teachers
		(National Teachers Day)
FRIDAY	November 15	Our School-Community Relationships
SATURDAY	November 16	Our Own Responsibility for Better Schools

Supervision and Centralization in a City School Library System

EMANUEL T. PROSTANO

SCHOOL administrators today are becoming increasingly aware of the advantages of a supervised, centralized program of library service. They realize that such advantages as economy, expert supervision, a correlation of library services with other curricular activities, and a coordinated program throughout the grades are vital to the school system.

In the establishment of a total supervised library program, the selection of a capable library supervisor is the single most important factor. The person selected has the responsibility for organization, administration, and supervision of the entire library system. He is responsible directly to the chief school administrator. He must outline the aims of the organization, which are synonymous with the aims of the school system, and methods for achieving these aims. Other requisites necessary before a total program can be actuated are: school libraries, personnel, a central agency, and adequate funds.

Although the actual work of supervision of a school library is carried on primarily in two situations—the central agency and the individual school libraries—the supervisor has relationships in five separate areas; (1) the total program, (2) the central agency (3) the individual school libraries (4) the central school administrators, and (5) the community. Activities for the consideration of the supervisor applying to the total programs are those which will coordinate and administer to the needs of all libraries and the central agency. The total budget, in-service training of personnel, advisory service, and the evaluation of the total program are essential items in this area.

In the central agency, where previous assignments for the division of activities have been made, the supervisor must work for the continued improvement of services. One important task of the supervisor is the scheduling of meetings for school librarians for the purpose of book evaluation and selection. The purpose of the central agency being to relieve the individual school library of all mechanical, clerical, and technical functions as well as many of the educational and administrative activities, the supervisor must coordinate the activities of the central

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agency personnel to insure efficiency and continuity. When functioning properly, the central agency insures uniformity and considerable savings

in time and money.

In the individual school libraries-with all mechanical, clerical, and technical task and many other activities removed to the central agencylibrarians are free to devote practically all of their time to educational pursuits. Supervision will continue in the area of in-service training, in guidance in the general areas of library work, in advice on curriculum enrichment and remediation, and in guidance in the preparation of read-

ing programs and book talks. The library supervisor is responsible directly to the superintendent of schools. An important function of the supervisor in relation to the chief school administrator is to report the activities carried on in the school library organization. Such reports include; the policy of the program, the rules and regulations to be followed, the organizational scheme, services to be rendered, and an itemized budget account. Other activities of the supervisor in this area are: assist in the selection of librarians for appointment, assist in the placement of school librarians, act as consultant in matters affecting the library program, and serve on committees working for the betterment of school service.

The public relations minded library supervisor can do a great deal to advance the cause of library service in the eyes of the public. He can talk to civic organizations about school library needs and services, review books for civic groups, and write professional articles for distribution. Arranging for authors, editors, and state library supervisors to address PTA groups and other organizations is another method employed to keep library service in the eyes of the public. Other activities may include radio book talks and television appearances.

Supervision and centralization are essential elements in the total school library program today. Centralization of services results in uniformity and savings in time and money. Supervision insures even development, correlation of library services with other curricular activities, adequate standards, and qualified personnel.

FOR THE SCIENCE STUDENT

To stimulate the interest of boys and girls in astronomy, the Astronomical League, the national association of amateur astronomers, publishes the Junior Astronomer, for fifth grade to high-school students. The Junior Astronomer is published monthly from September through June. The contents include articles by professional and amateur astronomers, news of junior groups, book reviews, projects, quizzes, and news on discoveries in astronomy, illustrated with photographs, sketches, and diagrams. The subscription rate is 75 cents when ordered singly, with bulk rates at 50 cents each when 5 or more subscriptions are mailed to one address. Subscriptions should be sent to Mr. Benjamin Adelman, Editor of the Junior Astronomer, 310 Livingston Terrace, S. E., Washington 20, D. C.

Orienting New Teachers

ROY H. DUNGAN

It is generally accepted by the majority of educators that the orientation of new teachers is an important factor bearing upon the ultimate success of the educational program. Each fall, when school opens, a large number of new teachers start their jobs for the first time. These teachers are concerned with many problems as they approach their new positions. No attempt will be made at this time to enumerate the many possible types of problems faced by new teachers. Instead, let us look to a group of new teachers for their evaluation of some orientation practices.

During the past few years it has been my pleasure to contact several hundred new teachers in Pennsylvania in connection with a research study related to the orientation and adjustment of new and beginning teachers. It might be of interest to review a few of the findings from this study.

A representative sampling of over two hundred new teachers in Pennsylvania revealed that, in their judgment, the most informative and reliable source of information was that obtained during an interview or conference with their building principal. They felt that during these meetings questions were answered on the spot, and the advice given was both authoritative and confidential.

Ranking second as a valuable source of information was the teachers' handbook. They consider it a source always available, an accurate source, containing material that is clear and concise, and, as one new teacher said, "The handbook is a way of checking on one's self." The third agency mentioned by these teachers as being of extreme value in their orientation was the faculty meeting. Some reasons stated were as follows: the faculty meeting gave the opportunity to discuss problems, problems were often brought to light that they had not yet encountered, and, as one new junior high teacher mentioned, "You hear the problems of others and may get the solution to yours."

Now, let us look at some agencies mentioned as being least effective in their orientation. Leading the list is the faculty meeting. Some felt that such meetings were too time consuming on subjects irrelevant to their grade or subject. Others stated that young teachers are reluctant to participate in discussion, or that the agenda of the faculty meeting was often too varied and not specific enough. Others felt that meetings held

Roy H. Dungan is Principal of the Ambler Joint Junior High School, Ambler, Pennsylvania.

after school were resented by teachers because they were tired and not apt to participate in the meeting.

An interesting point to consider here is that the faculty meeting was mentioned as being one of the most effective aids to new teachers, and also as one of the least effective. This might indicate that in many schools the faculty meeting is being utilized in a positive manner to aid new teachers as well as other faculty members. Yet, in other schools, an examination of the faculty meeting in light of the criticisms of these new teachers might be in order.

Rated as the second least effective practice was that of being helped by fellow teachers. Some of the reasons are as follows: other teachers were usually too busy themselves to offer assistance, different teachers usually interpret each problem in a different manner, and fellow teachers may be biased in their viewpoints. The third least effective agency reported was letters from supervisors. Some felt that these letters offer no opportunity for discussion. Also, letters may be too general at a time when new teachers are in need of specific statements to which to cling.

Now to shift from the opinions of new teachers to a brief discussion of two techniques that may be of value in orienting new teachers. The first is the "team approach" utilized with teachers sponsored by the Experimental Program in Teacher Education of Temple University in Philadelphia, and supported by a grant from the Fund for the Advancement of Education. Each teacher participating in this program, and teaching in or around Philadelphia, is assigned to a team consisting of two or three experienced teachers. Meetings are held every week, and the team remains as a unit for a year or more. The principal purpose of the team is to provide a group of a few experienced teachers with whom the new teacher works, and to whom he can go for guidance. This team approach is now being adapted for use with all new teachers in many schools in southeastern Pennsylvania.

The other promising technique is one used in the Ambler Joint Schools. The supervising principal schedules periodic meetings for all teachers having less than three years of teaching experience. Informal discussions are held on such topics as: classroom management, grading, discipline, clerical duties required of teachers. A summary of each meeting is transcribed and every teacher on the faculty receives a copy. New teachers in these school indicate that these meetings are most helpful and informative.

Since this topic is about new teachers, a fitting close should include a statement to them. The following statement was taken from a question-naire returned by a new teacher from York County, who had this advice for his associates, "Take the cotton out of your ears, put it in your mouth, and let only sensible questions remove it."

A New Guidance Medium - Colorado Council on High School-College Relations

Goal—"The right man in the right college by collegecounseling, not recruitment!"

LESLIE D. WELLS

N THE late 1940's a group of high-school and college counselors and administrators met to discuss the problems centered about the transition of students from the secondary to the college level of education. There had been several areas of counseling and policy making for which no group or school had assumed the leadership of working toward any logical conclusion. These problem areas were:

- a. Discrepancies in administration of the Joint-Honor Scholarship tests.1
- b. A need for a uniform code of ethical practices for college and high schools concerning recruitment programs—now referred to, and is, college-counseling.
 - c. Development and extension of better College Days programs.
- d. The need for closer coordination and supervision of activities held by colleges for high-school students.
 - e. The desire to strengthen high-school guidance and counseling.

Emerging from these first meetings was the framework for the present day organization.

PURPOSE

The purpose of this council as outlined is to foster collegiate and secondary-school cooperation in:

- a. Establishing a code of ethics pertaining to relationships between all high schools and colleges.
- b. Assisting with the development of a continuous guidance program from the junior high school through the college level.
- c. Serving as an agency for the gathering and dissemination of information pertinent to colleges and high schools, such as available educational information, vocational information, opportunities for scholarships, and financial assistance.
- d. Exploring and evaluating the factors involved in the transition of students from high school to institutions of higher learning.
 - e. Planning and improving pre-college counseling.
 - f. Stimulating research on problems common to high schools and colleges.

¹The Joint-Honor Scholarships go to every high school of the state based on one for every twenty-five graduates or partial thereof. They are given jointly by the seven four-year state institutions of higher education.

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- g. Stimulating the development of activities which bring about a closer relationship between high schools and colleges, continuously evaluating present practices in the light of sound educational policies.
- h. Cooperating with the Colorado High School Activities Association,2 The Colorado Association of Secondary-School Administrators, and other agencies interested in relations between high schools and colleges.

MEMBERSHIP AND MEETINGS

Membership in the organization is voluntary. Voting membership is limited to one representative from each junior and four-year college, one from each of the local high-school activities leagues, and one from each parochial league in the state. To make the organization a functional unit, two general meetings are held each year at which time mutual problems are discussed and worked out. These meetings are open to all who are concerned. Never has it been necessary to take an official vote to form a conclusion. The Council also sponsors an annual conference for guidance personnel which has done much to upgrade the programs in the various schools.

COMMITTEES

Standing and special committees have been set up to carry on the work of the council during the year. These committees are: Counseling Services; College-Hosted Programs; Military Services Opportunities; Guidance Conferences; Publications; and Special Projects such as Uniform Scholarship Application Blanks, Filmstrips for Pre-College Counseling, Recruitment of High-School Athletes, and others.

COUNSELOR'S HANDBOOK

A most worth-while handbook is published every two years by the council which contains valuable information for high-school counselors and administrators. Some of the headings in the handbook are:

- a. Code of Ethics-Concerning the methods which colleges use in gaining applications and the responsibility of the high school for cooperation.
- b. Annual Conferences for Guidance Personnel-Full information as to organization and operation.
- c. Educational Guidance Program-More commonly referred to as College Day programs. Helpful suggestions as to organization and operation by the various high schools.
- d. Educational Offering Survey-Showing what each college offers in subject fields and
- e. Institutional Information-Location, curricula, admission requirements, costs and housing facilities, and scholarships.
 - f. Counseling for Service in the Armed Forces.
- g. Scholarships-Information concerning all scholarships and educational grants available in the state.

²Colorado Activities Association regulates all interschool activities in the state.

Counseling, Not Recruitment

This organization has taken the "recruitment" out of College Days and replaced it with "college-counseling." The goal is, "The right man in the right college!" Students in Colorado are the direct recipients of this worth while organization and are continuously amazed by the college counselors referring them to counselors from another college whose program will better fit their needs and desires.

Small schools are able to do a much better job of guiding their students with the Council's aid even though they do not have a formal guidance program. The guidance and counseling program in the secondary schools has had a real "shot in the arm" through this organization.

Only Utah sends more of their graduating seniors to college each year than Colorado which rangs second with 43 per cent of its high-school seniors enrolling each fall. This is indicative of the value of the counsel and of the good work done by men such as Richard Purcell, University of Denver; Louis Braun, East High School, Denver; J. R. Little, University of Colorado; Tom Pickens, Las Animas; Al Pirnat, University of Denver; James Albertson, Colorado State College of Education; Robert C. James, Grand Junction High School; H. Dean Burdick, Colorado School of Mines; and a host of others.

KNOW YOUR CONGRESS

A 90-page publication, entitled *Know Your Congress*, particularly designed for use by teachers and students of civics and government classes, has recently been published. It is the ONLY publication of its kind which contains photographs of all 531 members of Congress, together with rosters of Senate and House Committee as well as comprehensive feature articles about the Congress of the United States and the prominent personages on the national stage.

This publication, Know Your Congress, is edited by Dr. Diosdado M. Yap, a life member of the National Education Association of the United States. He is also the author of informative articles concerning Congress such as, How Congressional Committees Work, The Speaker, The Library of Congress, The Government Printing Office, How a Bill Becomes a Law, and Congress and the President. Also included in the publication is a question and answer section on Congress and the Capitol.

A special price of one dollar per copy, prepaid, is being accorded to NEA members and students. Order should be sent direct to Capital Publishers, Inc., 1006 National Press Building, Washington 4, D. C.

The High School Administrator and Athletics

CHARLES G. DE SHAW

THE athletic program in the schools today is receiving more attention from the administration than formerly. In fact, in some communities, it is commanding a major part of the time of the administrative personnel owing to its growth and the amount of emphasis and importance placed on the results accrued. In some rare instances, athletics have been a criterion of measurement of the school administration, and, for the most part, the main item in the evaluation of the total physical education program. It is an important phase in inter-school relationships as well. It is imperative that principals and superintendents understand their place in this expanding and rich area of the school program and the possibilities within it, so that they may place it in its proper perspective.

Because of the dynamic nature of athletics, especially in the interscholastic area, it would be well to review briefly the steps which brought this activity to its present status in the school program. The early reception to sports by the schools in this country was not sympathetic; in fact, they were not allowed on school premises, but were organized and conducted by students and townspeople independent of the institutions. As sports grew, in spite of faculty restrictions, there was more leniency shown and the gradual process of incorporating athletics into schools began, so that by the early part of this century most schools were accepting the responsibility of organizing and conducting these activities. At this time, it was largely an interscholastic program. Since that time, however, the institutions have attempted to raise the level of prestige of sports academically to a place comparable with the regular mandatory subjects. In this struggle for academic respectability for athletics, there are two outstanding factors which have accelerated or delayed their acceptance; namely, the amount of resistance in the community to the transfer of control, and the philosophy of the school administration regarding the academic place of sports in light of the regular curricular subjects. During the time that the schools had neglected athletics, they had continued to expand, because of their inherent nature, under the sponsorship and leadership of non-academic groups in the community. Usually the goals and standards varied with those of the schools in that

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winning was the primary objective and the means to obtain it were not necessarily ethical. Gambling was rampant and eligibility nil. When the schools decided to adopt this academic orphan, they were not in position to indicate the desirable features and reject the others. As a result, the history of school sports has included a continuing struggle to divorce the activity from the downtown element of control. Success has varied from complete school control to a dominance by booster or other interest groups. Various academic organizations have entered the field of controls, and state athletic associations and state boards of education have established items of control to protect schools and varsity participants from exploitation.

Inasmuch as sports were new to the school program and came in with such a stormy background, administrators were loath to regard them with much prestige. In most instances, they were relegated into the "special" areas. The leadership that the schools were forced to employ to conduct them in most cases justified the classification. Again, most administrators, because of the nature of their training, had little knowledge about sports and their potentialities. The faculty, somewhat resentful of the publicity and discouraged by the nature of the new addition and its leadership, gave it little support toward academic recognition. It was somewhat justified because the varsity participants regarded themselves as special students with different standards in the classroom. As a result, athletics have been regulated with rules of eligibility whereby schools and players are expected to meet certain standards. The nature of sports has raised in many instances the concept that muscle is more mandatory than intelligence for participation and the salary and alleged privileges alloted coaches made faculty members (coaches were not always members) somewhat dubious of their contributions to the school and community. This situation does not contribute to good school morale, and the administrator, aware of this and having an inherent dislike of the activity, did all he could to suppress its growth without incurring the wrath of the community. On the other hand, another group of administrators, activity-minded or trying to satisfy their constituents, and aware of their publicity value, placed sports before the remainder of the program and produced a similar faculty attitude. Through the continuing work of local, state, and national educational groups, there has been a changing concept regarding sports and their place in the program by school and community. This has brought about higher qualifications of sports leaders, credit for physical education programs, state syllabi of physical education activities, accreditation of schools, faculty tenure, faculty participation in control of inter-school athletics, and others. Also, more men with a major physical education background are being considered for principalships which should produce a better perspective to the place of athletics in the schools. The activities are now accepted as a necessary part of the school program.

As indicated, the principal and superintendent are becoming more and more the cogwheels in the process of developing a sound, well-rounded program of athletics as part of the primary purpose of the school; namely, the total development of the student. In order to accomplish this, they must evaluate each activity according to the contribution it makes, and allocate financial support, leadership, time, facilities, and equipment to each. Athletics must be regarded as a factor in the growth and development of students, no more, no less. In certain areas of development as body building, emotional control, and sociability, they have much to offer. As a leisure time activity, they excel. They can then justify themselves as a necessary part of the school program, and, to reach all students, must be broken down into the component parts-required service activities, intramural and extramural activities, and interscholastic activities. Each phase in turn meets a specific demand according to a student's interest and potentiality. In order that the entire program be made available to all students, it should be broad in scope.

The basic fault of many programs lies in its structure whereby the major part of leadership and facilities is allocated to the interscholastic phase, a voluntary part of the program, in which a few selected students are given major attention. Varsity athletics are a necessary part of a sound program whereby the gifted in sports meet under similar standards but sometimes play a distorted role through their use as a publicity medium, a means to raise money, a pressure activity on coaches and players, and a device to make a record for a school or a coach. The administrator must keep in mind that athletics are valuable educational tools and should be so used for that purpose if the activities are to justify themselves in the curriculum.

In order to get the most from an athletic program, the administrator must provide for adequate and qualified leadership and allocate it to all areas of the program. The word "qualified" needs definition. There is a tendency to make the term synonymous with academic training and professional experience. It is inclusive of that plus the factors of emotional stability, high ethical and moral standards, high health status, and a sound philosophy of the place of athletics in the school program. A common fault of many coaches, as well as those in other special areas, is their lack of understanding of the contributions of all areas of the school curriculum and an over-estimation of their own contribution. These above qualities of course, are desirable in all areas of teaching. However, owing to the nature of sports, with their great emotional content-thus making them valuable tools for use in teaching of intangibles as citizenship, sportsmanship, loyalty, cooperation, and possibly others-it is imperative that a high-type leadership be assigned to them.

Again, there is an intimacy between leader and player in athletics that is not prevalent in other activities owing to the competitive element in a group enterprise. The type of learning, aside from skills, is largely the emotional field whereby teachings are "caught," not taught. Teaching of health and sportsmanship is largely a matter of personal example. Naturally, the higher forms of competition, as varsity, are most rich in teaching situations for immediate and long-time learnings and needs the highest type of leadership. However, this should not be at the expense of other parts of the program. The use of classroom teachers, those majoring in other areas than physical education, is satisfactory for varsity or intramurals if the forementioned qualifications are met so that there is sufficient leadership for the entire program.

One of the basic tenents of a sound athletic program is adequate financial support. In many states, this has been neglected by state and local educational groups. It is a result of many factors but largely based on the thesis that a minority group in a voluntary program may not have access to public money. This has curtailed athletic activities along with others. It made varsity contingent on gate receipts and placed it on somewhat a commercial recreation plane, making such things as an attractive playing schedule, a winning team, a glamorous half-time performance, and night football necessary items. Where a state issues money earmarked "teaching supplies" in a frugal manner, the mandatory program suffers when the local community is reluctant to raise money. There are many instances where gate receipts support all phases of the program, usually inadequately. Where varsities are unable to support themselves, the school is sometimes forced to canvass the community and accept contributions from local groups.

There is, however, a changing philosophy in evidence whereby all parts of the physical education program are under-written. The administrator is an important factor in the financial structure of sports. His relationship and position with the local board of education makes him the logical person to recommend certain policies regarding program finance. It is hoped that he will present all athletic activities as part of the total physical education program and see that adequate and separate budgets are established as a part of the whole. In this, neither is dependent of the other; neither supplements or "hamstrings" the other. Differences of personalities and philosophies among school personnel are somewhat blended when all have adequate financial and administrative sup-

port.

The total program of physical education will flourish only as well as administrative policy will permit or demand. The effect on varsity has previously been shown. It affects the service, intramural and extramural activities as well. It may be wise to establish a master plan of activities for the year, for both girls and boys, which is geared to the local needs, facilities, personnel, and equipment. The allocation of facilities is a problem to consider, especially in the voluntary activities when boys' and girls' activities call for joint use. Conflicts between leadership of both groups may be avoided with foresight and planning. It is difficult for a

program or school to operate efficiently and happily with a fluctuating and unprepared administration. The varsity program needs supervision. Whereas state and national groups make minimum standards, the local school administration may establish others to control and regulate.

Academic eligibility has been the subject of debate pro and con but will remain with schools until they can reach the point which it serves, mainly to decide who will play. The local athletic board may wish to establish others. Such things as school citizenship, desire for participation, potentiality of participants, and student needs may also be established as criteria as to who will represent the school. There are a number of factors which are not covered by the regulatory groups which affect the health and safety of players; for example, the number of coaches for the body contact sports, the length of practice sessions, the time of practice sessions, the distance of travel, the type of and strength of competition, the classes missed as a result of travel, the number of sports a student may engage in during the school year, the type of equipment issued, and the medical care of participants. These are problems that the administrator and his advisers should handle through established policies.

One of the poignant problems that the alert administrator will consider is that of the education of the student body and community regulating the basic values of athletics and their place in the school program. Because much misunderstanding exists, the behavior of spectator groups has caused the school and community considerable embarrassment, especially at varsity contests. In some instances, the game has assumed the nature of a crusade against the opposing team where tradition or personalities have built up pressure and where the more widely accepted standards of sportsmanship and fair play have been overlooked. The behavior of groups is the responsibility of the school and it should be kept in mind that the adult members of the spectators are largely graduates of the local school system where little was done in way of orientation. As a result of this dormancy, the schools have taken from sports one of its richest values from a standpoint of a spectator or a participant-the understanding and appreciation of ability and the creed of fair play which are basics in an American code.

School sports should be in line with other phases of the program so that the participant is given primary consideration. Secondly, school sports are an educational and recreational tool for the remainder of the student body. Beyond that, they become a recreational activity mainly for the adults with educational implications as well. With this in view, the administrator can develop an educational program for non-participants. As previously indicated, the intangible values in athletics can hardly be taught formally. The administrator may use school assemblies, prep meetings, slogans, and some phases of academic work as part of his program. The most significant means lies in the establishment of a school morale in all phases of school life which recognizes and carries out sound

principles of citizenship. This mode of conduct arrives after knowledge of the basic values of all activities and their respective place in individual lives in and out of school. It can be recognized by those outside school and it can shape their knowledge and conduct. Sound leadership is a fundamental in this teaching and learning phase.

School athletics is only one of the responsibilities of the school administrator, but he must give it an adequate share of time and thought. It can become part of a well-rounded school program or it can absorb the program through outside manipulation and interference and faculty dissension. It has much to offer in way of development to participant, student body, and community if placed in its proper perspective. It needs understanding of its values and purposes to get best results. The school administrator, through relationships with students, faculty, board of education, and community, is in a position to get the most from this tool. It lies only in his inertia or complacency if he does not.

VISITING ASSOCIATESHIP IN SOCIAL STUDIES

Educational Testing Service is offering a Visiting Associateship in Test Development for the summer of 1957 in the field of social studies. This will give an experienced teacher an opportunity to study testing problems in relation to the goals of instruction in social studies teaching. The teacher will work with Test Development staff, gaining from the staff an understanding of testing techniques. At the same time he will make a contribution by bringing front-line experience to bear on the problems of evaluation in nation-wide testing programs.

Duration: Two months (July 1 to August 30, 1957)

Stipend: \$700 and reimbursement for round-trip transportation to and from Princeton.

Duties: This person will work on social studies tests primarily at the secondary level and on tests for secondary-school teachers of social studies. Together with the staff of the Social Studies Section, he will investigate ways of testing those concepts and abilities which should receive increased attention in planning future tests.

Qualifications: Three or more years of teaching experience at the secondary or college level; an interest in exploring the problems of evaluating important educational outcomes; an understanding of curricular problems and trends, particularly at the secondary level; and a broad background in social studies, which includes a knowledge of American history. In the consideration of applications for the Associateship, emphasis will be placed on academic scholarship and successful experience as a teacher. Individuals who are interested in the broad problems of educational measurement will receive preference, although specialized training in this area is not required.

Method of Application: Applications must be submitted by March 15, 1957 and should include a completed application form and transcripts of all college work, both graduate and undergraduate. Nominations for the Visiting Associateship, requests for application forms, completed applications, and all inquiries should be addressed to Mrs. W. Stanley Brown, Test Development Division, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

The Greatest Lesson

L. D. HARRIS

MANY times school administrators are asked which phase of the public school program is the most important. In general, the majority of the answers would be that the total program is important, without breaking it down into the various departments.

High-school education was designed to give a general education to all. The student who wants to study science and go into some phase of the science field of work must also have training in many other fields to provide a cultural background. He must have a working knowledge of English, an understanding of man's progress through the ages in the study of history and social sciences, and a basic knowledge of mathematics. Also, it would be good for him to obtain knowledges and experiences in music, physical education, art, business courses,, and many other areas of instruction.

To insure that students get a well-balanced exposure to this general education, we require students to obtain credits in the various fields before they can receive a high-school diploma. Our regulations require three units of English, two units of mathematics, one unit of American history, one unit of science, and one unit of physical education. In addition to these eight basic units, the student must obtain eight additional units to make a total of sixteen units for graduation.

But the most important phase of education is not found in any specific part of the program. It is something that goes untested and unmarked and can be measured only by the individual when he begins his associations in adult life. The greatest value of public school work is learning how to get along with people. The student who can come to school, rub shoulders with the hundreds of other students without making sparks fly is getting his basic course in learning how to get along with other people. In school he is on equal terms with all other students, regardless of sex, age, religion, financial standing, or any other so-called social obstacles.

He has regulations to conform to and these are not imposed upon him alone, but are designed for the welfare of the entire school. They are regulations which have grown out of the experience of the past, and found, by long usage, to be wise, good, and for the best interest of all.

In this lesson of learning how to get along with people, the student must learn to respect authority, and respect the rights of others. He must be courteous, kind, considerate, honest, dependable, modest, humble, reliable, conscientious, and loyal. He must have a seriousness of purpose, be industrious, have initiative, and obtain emotional stability.

These are not strange items we're listing. Learning how to get along with people is one of the greatest lessons to be learned from the greatest book ever written—the Holy Bible.

Each month the students and faculty select from the rank and file of the student body the person they consider to be the "Best Citizen of the Month." The students selected for this high honor are certainly making an "A" in learning how to get along with people.

This article is a reprint of a weekly column that Mr. Harris, Principal of the Paris High School, writes for the Paris Express in Paris, Arkansas.

Reading Improvement in High School

MRS. MARTHA B. BRAWN and WALTER G. PATTERSON

BEGINNING in September 1955, the developmental reading course in the Drury High School was required of the entire freshman class. In addition, five seniors and one sophomore were enrolled during the first semester. In February 1956, eleven juniors and fifteen seniors were permitted to join the class. Previously, all students below the fortieth percentile and all college preparatory students below the seventieth percentile based on the Cooperative English Test: Reading Section were urged to take the reading course, but it was not compulsory. The students were grouped heterogeneously in twelve sections. They met twice weekly for full class periods. Because students were scheduled from study halls, no other classes were neglected or interrupted.

EVALUATION BY TESTING

Objective results based on testing are reported in Table I A. The 228 freshmen made substantial gains, with the group median improving 33 percentile points and 3.8 grades. In September 1955, the group median was six months retarded in reading and, in June 1956, was three years advanced in reading. Although not statistically significant, the five seniors also showed marked improvement. The senior group median advanced 47 percentile points and 1.4 + grades. The grade equivalents on norms go only through the 174 median standard score. It is assumed that the senior group median advanced in reading to the college freshman or sophomore level.

Students electing to enter the reading classes in February 1956 made progress as reported in Table I B. The group median score of eleven juniors showed an advancement of 60 percentile points and 3.4 + grades. The group median of fifteen seniors improved 43 percentile points and 2.6 + grades.

Because two of the objectives of the reading course are comprehension and speed, the results of the sub-tests for rate and comprehension are shown in Table II. In the year's course, Table II A, the median for the 228 freshmen was 45.3 per cent improvement in speed and a 32 percentile

Mrs. Martha B. Brawn is Reading Teacher in the Drury High School, North Adams, Massachusetts, and Walter G. Patterson, formerly Principal of Drury High School, is Principal of Needham High School, Needham, Massachusetts.

TABLE I. Comparison of Results Based on the Group Median of Iowa Silent Reading Tests for Students in the Developmental Reading Course at Drury High School.

A. One-Year Course, September 1955 through June 1956

Sept. June Improvement Sept. June Test Test Standard Scores Test Test 4 5 6 7 8												
Sm. Elem. 161 171 10 42 75 8.9, Cm. Adv. 9.9	Grade	No. of Pupils	Form of Test	Sept. Test	June Test	Improvement Standard Scores	Sept. Test	June Test	Improvement	Sept. Test	June Test	Improvement No. of Grades
Cm. Elem. 161 171 10 42 75 8.9, Cm. Adv. 9.9	1	2	10	4	50	9	7	90	0	20	11	12
	6	228	Cm. Elem. 8.9, Cm. Adv. 9.9	161	171	10	42	75	33	& £.	12.1	ش ش
169 190 21 40 8/	12	Ŋ	Dm. & Cm. Adv.	169	190	21	40	70	47	11.6	11.6 13+	1.4+

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			Medians	f the Medi	Medians of the Median, Standard Scores	Equi	alent Grade	Equivalent Grade Percentiles		Grade Equivalents	nvalents
Grade	No. of Pupils	Form of Test	Feb. Test	June Test	Improvement Standard Scores	Sept. Test	June Test	Improvement	Sept. Test	June	Improvement No. of Grades
1	. 2	8	4	5	9	7	90	9.	01	11	12
11	E	Bm. & Cm. Adv.	160	184	24	24	48	09	9 6	13+	3.4+
12	FU.	Dm. & Cm. Adv.	164	181	17	27	70	43	10.4	10.4 13+	2.6+

a Grade equivalents on norms only through 174 Median Standard Score. The plus sign indicates that improvement is beyond the 13th grade level.

Table II Comparison of the Results Based on the Group Median of Sub-Tests, Rate, and Comprehension, Iowa Silent Reading Tests for Students in the Developmental Reading Course, Drury High School.

A. One Year Course, September 1955 through June 1956

			Rate	(words	per minute)	(equiv	Compressions gra	hension de percentiles)
Grade	No of Pupils	Form of Test	Sept. Test	June Test	Improvement	Sept. Test		Improvement Percentile Points
7	2	3	4	5	6	7	- 8	9
9	228	Cm. Elem. 8.9+ Cm. Adv. 9.9	236	343	45.3	41st	73rd	32
12	5	Dm. & Cm. Adv.	245	379	54.8	14th	49th	35

B. One-Half Year, February 1956 through June, 1956

			Rate	(words	per minute)	(equiva	Compre alent gra	
Grade	No. of Pupils	Form of Test	Sept. Test	June Test	Improvement %	Feb. Test	June Test	Improvement Percentile Points
7	2	3	4	5	6	7	8	9
11	11	Bm. & Cm. Adv.	205	270	31.7	25th	88th	63
1,2	15	Dm. & Cm. Adv.	245	298	21.6	14th	41st	27

point increase in comprehension. For the group median of the five seniors, there was a 54.8 per cent increase in speed and 35 percentile points in comprehension. Students in the half-year course, Table II B, did not do so well as students in the full-year's course, in the sub-tests, with the one exception of the junior group median who increased 63 percentile points in comprehension.

SUMMARY OF TESTING

The Drury developmental reading program began in February 1954. Improvement based on the *Iowa Test of Silent Reading* is shown in Table III for the entire test, and for sub-tests in Rate and Comprehension. The evidence is conclusive that Drury students are improving significantly in reading skills. Since reading is offered to all students, the results must be interpreted accordingly. That is, IQ and other intelligence factors were not considered. Improvement, however small, may be valuable for a student. The results show that ninth-grade students can improve in the

TABLE III. Summary of Improvement Shown by Results Based on the Group Median of Iowa Silent Reading Tests for Students in Developmental Reading Course, Drury High School.

					Impr	ovement	
Grade	Length of Course (year)	Year Com- pleted	No. of Pupils	Percentile Points	By No. of Grades	In Rate (Sub-test) Per Cent	Comprehension By Percentile Points (Sub-test)
1	2	3	4	5	6	7	8
9	1/2	1954	61	29	2.1	41	19
9	1	1955	167	35	3.4	50.4	32
9	1	1956	228	33	3.7	45.3	32
10	1/2	1954	40	30	2.3	52	12
10	1/2	1955	7	22	+*	87.6	62
10	1	1955	15	15	1.5	80.8	20
11	1/2	1954	73	39	3.0	56	21
11	1	1955	10	38	3.5	84.8	35
11	1/2	1956	11	60	3.4+	31.7	63
12	½	1955	8	42	+	65.4	58
12	1	1955	14	52	6.9+	83.2	46
12	½	1956	15	43	2.6+	21.6	27
12	1	1956	5	47	1.4+	54.8	35

^{*} Above established norms. It may be assumed that the score would place the student in the college freshman or sophomore year in reading.

reading course. Next year all ninth-grade students will take reading for the entire year, and seniors, especially college preparatory students, may elect reading either for a full year or for one semester. For some seniors, this will be a refresher course, and for others, it will be the first time they have had developmental reading. It is especially valuable for students about to enter college to get as much improvement as possible in reading skills. A few new students entering the upper grades may take the reading course.

EVALUATION BY PUPILS

In June 1956, the students were asked to write an essay and tell how the reading course had helped them. The ideas expressed in these essays were tabulated, and are reported in Table IV. In addition to the thirty-nine items in Table IV, individual students reported the following: helped by Kuder Preference Record, helped to think faster, learned to control reading to a purpose, became interested in books, takes more interest in study, made school work more interesting, reads more now, improved attitude towards reading, valued time saved for other activities, learned to outline, cut down study time, and improved reading interests. It would seem that the students have gained in many ways through taking the developmental reading course.

TABLE IV Outcomes Attributed to Development Course by Students in Drury High School, June 1956.

Outcome	Pupils	%
1. Improved speed	213	83
2. Improved concentration	199	78
8. Improved comprehension	195	76
4. Liked book-of-choice reading	193	75
5. Improved vocabularly	163	63
6. Valued tachistoscope	163	63
7. Helped in English	153	60
8. Learned to skim	152	59
9. Became better spellers	141	55
10. Improved study habits	117	46
11. Helped by Kuder book list	99	39
12. Helped by study of prefixes and suffixes	95	37
13. Valued accelerators	94	37
14. Helped in history	91	36
15. Overcame regression	85	33
16. Helped in science	83	52
17. Overcame lip reading	83	32
18. Increased eye span	69	27
19. Overcame saying words without thinking	66	26
20. Overcame word-by-word reading	65	25
21. Helped with most subjects	60	23
22. Liked level books and progress folders	59	23
23. Learned to read for main ideas	58	23
24. Overcame habit of pointing at words	54	21
25. Learned to think clearly	44	17
26. Helped with homework	42	16
27. Helped in writing compositions and book reports	38	15
28. Learned to look for key words	- 38	15
29. Liked Witty's book	38	15
30. Helped with civics	38	15
31. Helped with mathematics	25	10
32. Improved marks	. 24	9
93. Learned to remember main ideas	15	6
34. Learned to enjoy reading	14	5
35. Helped in taking tests	9	4
36. Helped in Latin	9	4
37. Helped with oral reading	9	4
38. Overcame day dreaming	5	. 2
39. Helped by Kuder Preference Record	. 5	2

A few quotations from the student essays will give a further opportunity to realize how seriously and conscientiously the students react to the reading course. A senior wrote, "I would suggest that every school in the country should strive to have a reading course. Students will not only find it interesting, but they will also find out it will help them greatly in their other studies through high school and even while attending college. I feel it more advantageous for the students to take the reading course during their freshman year in high school, for it will better prepare and equip them for their studies."

Another senior reported, "If I had had this reading course in my first year, I feel that it would have helped me greatly with my subjects, and my marks would have been considerably higher. Although it has helped me this year, I know that it will do wonders for me in college or whatever

school I choose to further my education."

A college preparatory said, "I believe this course to have been very helpful now as a senior entering college, and as a sophomore, who had it before. This arrangement was very helpful and every student should have such an opportunity. I would never have been able to continue

on without sufficient preparation in reading."

Another student observed, "This course has been a remarkable influence upon my memory and powers of observation." A senior reported, "It has taught me what true concentration is. For the first time in my life, I realized the necessity for thinking when reading." A senior who had considerable difficulty in reading wrote, "The ability to skim has been a tremendous help to me especially in doing my English assignments. The level books, arranged according to difficulty, are to me, the most valuable part of the reading course. When I began this course, I was continually regressing. Through using the accelerator, I feel that I have completely overcome this habit."

A student commented, "In all my subjects, my new reading method helped me. This is especially true in English, chemistry, and hygiene. An example of this was shown in preparing a book report on Great Expectations for English. I found I had only a few days to read the book, but, by using the speed and concentration I acquired in the course, the book was finished in ample time, and I got a better mark on it than I had previously received on any of my former reports."

"I believe the tachistoscope was extremely helpful in developing my speed as well as concentration. I found that, if I intended to get the flash accurately, the utmost attention was necessary. I have applied this concentration to a great many other subjects and find that I do not have

to read and re-read it."

A ninth-grade girl was philosophical in her evaluation. "I have only to say that the sooner this course is spread throughout the whole United States, the sooner the country and its people will benefit from a great advance in education. A prominent topic for discussion these days is

whether the American children are being cheated from their education or not. This is due to the fact that in some European countries school children learn more than we do. If we are being cheated, I am positively sure that this course will help to make up for it and will put us in the 'top brackets' of education."

A student was helped in English. "My research theme this year seemed so easy compared with last year's." At the beginning, a freshman girl was too fearful to read orally in class. At the close of the course she reported the following which was verified by her teacher: "Before, whenever I was asked to speak in front of a group, I would become so frightened that I would even beg the teacher to let me sit down. That was before, but now I have developed self-confidence. Just last week I made a speech in front of the whole student body that has gotten me a position in student government."

A freshman made an outstanding record in speed. "At the beginning of the reading course my speed was 190 words-per-minute with a comprehension of 19 right out of 20. At the end of the course my speed with the accelerator was 1100 words-per-minute with a comprehension of 19 right out of 20."

WHY TEACH READING IN HIGH SCHOOL

About 90 per cent of all the study activities that are carried on in regular high-school subjects involve reading. Thus the ability to read easily and understand completely the meaning of the printed page is essential to the success of the student's school life, as well as to the success of his professional and business life later. Success in school work helps the student raise his educational and vocational aims and has helped students improve in adjustment and emotional control.

Reading is a developmental process. As reading demands in each succeeding grade become more complex, continued refinement is needed in all the basic skills, techniques, and abilities necessary to do an effective job of reading. Sometimes this question is asked, "If the elementary school would do a better job of teaching reading, would there be a need for teaching reading in high school?" The same question could be raised for English, mathematics, and science. The teaching of reading should not stop at the close of grade six as it so often does, but reading, like English and other subjects, should be given systematic and scientific treatment as long as needed even into the college years.

ORGANIZATION OF DEVELOPMENTAL READING

The reading course is highly individualized. A comprehensive program of instruction is planned in terms of special needs of the individual student. These needs are determined through the *Iowa Silent Reading Tests*, informal teacher tests, oral reading, observation by the teacher, and interviews with the student. The program includes remedial, cor-

rective, and developmental instruction. The remedial instruction, which is individual or in small groups, is for the three to five per cent of the students whose reading is far below expectancy for their age or grade and who have serious reading disabilities. Corrective instruction is for the purpose of eliminating faulty habits, such as excessive word analysis, slowness in word recognition, word-by-word reading, finger pointing, lip movements, sub-vocal reading, head movements, difficulty with the return sweep from the end of one line to the beginning of the next, unnecessary regressions, faulty word recognition, substitutions, omissions, reversals, and confusion periods resulting from inability to see relationship of the different parts of the sentence. In the developmental instruction, the teacher uses techniques necessary to help the student advance to the maximum of his capacities.

MAJOR FUNCTIONS STRESSED

The basic aim of reading instruction is to help students understand what they read and study. The proficient reader is able to read intelligently different types of material for varying purposes in many different fields. To do this he must be able to use many different skills. The following are major points stressed in the reading course. First and always, comprehension. This is the actual purpose of the reader. Reading is thinking, and thinking with a critical attitude.

Second, speed of reading. The student is taught to adapt his rate of reading to the purpose. This in turn is guided by his ability to comprehend. Speed for speed's sake is of no value.

Third, vocabulary building is accomplished by the developing of the meaning of words used in context; by the study and use of prefixes, suffixes, and stems of words; by the use of synonyms, antonyms, and homonyms; by the study of common Latin roots in word building and the rules of syllabication; by the use of the dictionary of diacritical marks, and of the common rules for spelling.

The student must learn that the road to learning is study, and that there are good study habits and tools which will aid him. The textbook is one of the basic tools of learning. He must survey the book from the title page through the index and learn to use the study aids as the table of contents, chapter headings, paragraph headings, pictures, graphs, maps, tables, charts, marginal headings, footnotes, introduction, preface, glossary, index, and bibliography. The learner must become familiar with sources of information, such as reference material: Who's Who, World Almanac, Unabridged Dictionary, Compton's Reader's Guide to Periodical Literature, encyclopedias, and atlases.

Practice is given on the following good study habits: (1) survey the lesson, (2) read the assignment carefully, and (3) make notes on the main points in outline form for future reference. The students read for different purposes: to get the main idea, to read for important details, to answer a specific question, to evaluate what they are reading, to skim with a definite purpose, and to look for key words. To read for enjoyment is encouraged by "Book of Your Choice Day." The purpose of this is to create in the student the desire to read and to read widely. Wide and extensive reading is necessary if the students are to develop rich vocabularies and wider interests in the world about them.

SPECIAL TECHNIQUES

The Kuder Preference Record-Vocational Form CH, is administered to all ninth-grade students. This serves for guidance purposes. Also, each student is given and taught how to use the Kuder Book List of approximately 700 books which are arranged according to interests and levels of reading difficulty.

Supplementary to the instruction and application of the reading skills, two machines are used in the reading course-the tachistoscope and reading accelerator. This kind of motivation is not to be ignored as they do

produce real results.

The drill with the tachistoscope aids greatly in broadening the eye span, in overcoming the habits of unnecessary regression, and increasing the speed of reading. The accelerator's main functions are to force the reader to make increasingly fewer fixations per line of print, overcome habits of regression, and increase concentration on reading and speed of reading. All these aid in improving comprehension.

MATERIALS USED IN THE COURSE

Tests are tools. They help the reading teacher to know and understand better the strengths, weaknesses, and needs of individual students. Since tests are tools, they should always be used as a means to an end. That end is planned systematic instruction according to the students' needs. The four advanced forms AM, BM, CM, and DM of the Iowa Silent Reading Tests are used. Also teacher-made tests, informal inventory tests, and oral reading help the teacher diagnose individual reading difficulties.

The following books are used: Science Research Associates' Better Reading Books by Elizabeth Simpson, Levels 1, 2, 3; How To Become a Better Reader by Paul Witty; SRA Progress Folders: Reader's Digest Reading Skill Builders, Grades 3-6; College Developmental Reading

Manual by Wilking-Webster (Houghton-Mifflin Company).

SUMMARY

The students, whether poor, fair, good, or superior, become more efficient readers as they improve their reading skill and habits. It should be noted that gains resulting from work in the reading classes, not measurable objectively, may be of equal importance. These include changes in attitude towards reading and school work in general, improvement in school subjects, and better adjusted and more happy, capable individuals.

The results in Drury High School show that better reading means better school work, better preparation for the job, better preparation for college, and greater personal and social development for our students. In conclusion, we believe that:

- 1. All freshmen should be required to take reading.
- 2. Seniors and all new students should have the opportunity to elect reading.
- 3. Reading is a developmental subject and should be offered in the junior and senior high schools and, if necessary, in college.
- 4. The elementary schools are now doing a very fine job of teaching reading. Reading in any high school continues the work started in the elementary school.
- 5. All students should be required to take reading because of the many functions and skills that may be learned.
- 6. Credit for reading should be given and placed on the permanent record.
- 7. A minimum number of accelerators should be at least one half the number of students in the largest reading class.
- 8. Class size is optional. Classes beyond twenty-four or twenty-six students become unwieldy. At the same time, limiting classes to ten or fewer is not defensible because of lack of evidence. However, a class of fifteen makes a good working situation. Much depends upon the teacher.
- 9. The tachistoscope and accelerators are valuable machines because they motivate the students and provide effective drill.
- 10. Developmental reading should be taught by a reading teacher. We do not believe that reading should be added onto the already heavy loads of the English and social studies departments.
- 11. Distinction ought to be made between teaching skills and techniques of reading and directing the students' reading in the subject fields.
- 12. A distinction ought to be made between remedial work on a clinical basis and developmental reading as a classroom subject. Although remedial and corrective work is accomplished as a part of the classroom work, it is not the entire program.
- 13. The reading teacher ought to have a thorough knowledge of reading skills and techniques from grades one to the college level, plus experience in teaching reading in the intermediate grades. In addition, he should have clinical experience in remedial reading, tests and measurements, guidance, and psychology.
- 14. Any high school can help its students improve in reading by getting the best teacher available, by selecting and purchasing good reading materials and equipment, and by providing for systematic instruction in reading.
- 15. All students, from the poor to the superior, should take a reading course in high school.
- 16. Many students who improve their reading ability achieve greater academic success and better personal and social adjustment.
- 17. Any reading program which facilitates the development of individual students deserves encouragement.
- 18. There is a steadily increasing awareness on the part of school administrators, teachers, and nonschool people concerning the importance of greater refinement of the reading skills and habits of high-school students.

A Reading Program for the Superior Student

OTTO F. HUETTNER and JOHN J. HOSMANEK

CONSIDERABLE criticism has been directed toward the public schools because of the reading difficulties of students, as well as the lack of interest in reading evinced by many teenagers. Simultaneously, seconds any schools have been blamed for not carrying on an effective reading program to supplement basic instruction developed in the elementary area.

It is not the purpose of this article to explore the entire area of reading on the secondary level, but rather to suggest a program which will constructively solve a phase of the problem. It is essential that school people become increasingly aware of the fact that students who are trained to read better tend to gain substantially greater benefits from education from the elementary school on upward.

Many teachers assert that a large percentage of their students cannot read well enough to understand the work in the more advanced high-school courses. Colleges and universities point out that many entering freshmen are deficient in the reading and study skills that are required for academic success, and some actually offer summer classes for prospective freshmen designed to remedy, at least in part, these deficiencies.

However, even with reading deficiencies, when the superior, college-caliber student is in high-school classes, he does well in comparison to classmates of lesser mental ability. All too frequently, as a consequence, he is not challenged to develop his greater potential. Therefore, it may be assumed that the degree of development of some of the reading skills of superior students, in proportion to their potential development, is actually no higher than that of those students of average and below average ability. Observation identifies the fact that, unless sufficiently challenged, such a superior student may have developed far less of his potential than a below-average student.

It is obvious that the greatest need for well-developed, effective reading skills, as essential tools for learning, is felt by this above-average group from whence comes the potential college and university enrollment. To be satisfied that these "good" students are much higher in general reading ability than are "poor" students is not realistic, since numerous studies indicate that too many of them cannot read as well as they could and

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should. Not only is effective reading a necessary skill, but also competency here promotes greater personal and social development.

There are a number of ways in which a school can help students to read better. One of the effective devices is the formation of an elective class in reading at any grade level from seven to twelve. If the logic is apparent in the statement that students who are trained to read better tend to gain substantially greater benefits from their education, then it would follow that the junior high-school grades are not too early a time for a class of this kind. This class can be made to function effectively on the same basis that any other class functions. It should be limited to a group small enough to permit the teacher to function effectively and psychologically. The more important general skills of concern in such a class should be:

- 1. Comprehension-in its broadest meaning-including the full understanding needed to utilize information appropriately.
 - 2. Appreciation-for cultural and recreational benefits.
- 3. Evaluation-for critical reading, including judgment of fact and opinion, and an awareness of the author's purpose.
 - 4. Speed-appropriate and adequate for a variety of materials.

The following outline suggests some of the numerous possibilities of such a class on the ninth-grade level. With adaptations the outline could serve as a basis for planning similar classes on other levels.

- I. Introductory Unit
 - A. Reading as a basic tool in learning.
 - B. Levels and kinds of reading.
 - C. Improvement of study habits.
 - D. Administration of diagnostic reading tests.
 - E. Possibilities for reading improvement.
- II. Your Reading Needs
 - A. Diagnostic reading test results.
 - B. Factors affecting reading.
 - C. Characteristics of good and poor readers.
 - D. Behavior of the eyes while reading.
- III. Reading for a Purpose (Overview)
 - A. Getting the main ideas.
 - B. Getting important details.
 - C. Answering specific questions.
 - D. Evaluating what you read (Introduction).
 - E. Applying what you read.
- IV. Increasing Reading Speed
 - A. Adjusting reading speed to reading purpose,
 - B. Introduction of acceleration materials,
 - C. Organization of continuing speed-comprehension improvement program.
- V. Skimming
 - A. Methods and purposes of skimming.
- VI. Finding the Main Idea in Reading
- VII. Doing Careful and Detailed Reading
 - A. Reading instructions for demonstrations.
 - B. Following directions.
- VIII. Evaluating What You Read
 - A. Reading newspapers and magazines devoted to news interpretation.

- B Drawing comparisons between wire service dispatches, editorials, placement of stories, slanting, etc.
- C Propaganda devices and their employment in advertising, politics, etc.
- D. Interpretation of facts and logical thinking.
- IX. Appreciation of Creative Writing
 - A Types of prose and poetry (including novels, short stories, essays, plays, etc.)
 - B. Program of selected oral reading.
 - C. Initiation of continuing program in appreciation
 - X. Doing Study Type Reading
 - A. Reading for thorough understanding.
 - B. Reading for problem solving.
 - C. Reading for an examination.
 - D. Aids to mastering difficult reading.
- XI. Building and Improving Vocabulary
 - A. Dictionary skills.
 - B. Study of varied meanings.
 - C. Study of roots, prefixes, and suffixes.
 - D. Study of synonyms, antonyms, and homonyms.
 - E. Study of word origins.
- XII. Finding and Choosing Reading Materials
 - A. A well-rounded reading program.
 - B. Adjusting reading method to purpose.
- XIII. Continuing Your Reading Improvement
 - A. Development of a program for maintenance of comprehension, appreciation, evaluation, and speed skills.

The above outline can be easily used with a book such as Paul Witty's How To Become a Better Reader (Science Research Associates), and other supplementary materials mentioned later in this article.

The importance to the superior student of reading skills, especially such as a class of this type is designed to promote, has already been discussed. It follows, therefore, that provision be made to accommodate, initially, such as an ability grouping, first of all, because the program in its early stages should be limited, and should include those for whom it is likely to be most beneficial. Secondly, a more heterogeneous group would tend to present considerably more problems of direction and would tend to lessen the personal growth made possible by a well-paced program making the most of the ability of superior students to work in an independent situation. Furthermore, it is assumed by the nature of the class work that the participants have reached a satisfactory level of proficiency to be able to benefit from such an offering.

In order to achieve a basis for selection of students, it is necessary to develop a minimum testing program consisting of a good intelligence test, plus a good reading test. The results of these tests, augmented by other evidences of ability to do definitely above-average work—such as achievement test scores and cumulative records—are necessary in making a reasonably good selection. Perhaps equally important is the selection of a teacher who recognizes the developmental aspects of reading, who has imagination necessary for the program, and who is willing to permit students to develop at a rate commensurate with individual ability.

This type of program gives an opportunity for the better student to expand the scope of his horizons to a marked degree and prepares him more effectively for problems he will obviously face. It gives the school an opportunity to utilize this program for the potential academic leader of tomorrow and offers a foundation, especially for those students who will enter the sciences, in the liberal arts point of view which is rapidly becoming an essential of higher education.

That a program of this kind can be introduced into the school program is being demonstrated, in one instance, at the South Side Junior High School. At this school such a class is one of the accredited academic electives in the ninth grade. The twenty students who make up the class at present were selected on the bases previously discussed in this article. These students were selected from more than twice that many students who had asked to be considered after the standards and nature of the class were explained to them. The class is a practical demonstration of how students can become more proficient readers with broad and beneficial interests.

The varied interests of these ninth-grade students and some of the broadening possibilities of such a class can be seen from these examples of topics chosen by them during the first quarter of the year for individual reading projects: "Johann Sebastian Bach," "Some Leading Ideas in the History of Education," "Germany's Problems," "The Possibilities of Life on Mars," "Nassar of Egypt," and "Segregation in the Schools."

Many of the students in class have more than doubled their reading rates in less than ten weeks. Some are reading over 500 words a minute with ninety per cent or better comprehension. One boy has passed the 950 word-per-minute rate.

The intellectual curiosity of an above-average ninth-grade group with such varied interests and the training in reading that they are getting are a heartening substantiation of the fact that, when provision is made to train students to read better, these students will gain substantially greater benefits from all of their succeeding educational experiences.

Some of the materials being used in the class include Science Research Associates' Publications, such as, How To Become a Better Reader; Elizabeth Simpson's Better Reading, Book III; and booklets in the S.R.A. series such as, Streamline Your Reading, Study Your Way Through School, Understanding Yourself, Guide to Logical Thinking, and How To Read the News. In addition, Word Wealth, and Word Wealth, Jr. by Miller (Henry Holt and Company) and Better Reading and Study Habits by Kelley and Greene (World Book Company) have been valuable supplementary materials. Some of the books read by the group as a whole include Melville's Moby Dick, Pearl Buck's My Several Worlds, Sinclair Lewis' Arrowsmith, and Kon Tiki by Thor Heyerdahl.

1957 Summer Session Workshops and Courses in Junior High-School Education

THIS summer 73 colleges and universities will offer a total of 122 courses, conferences, and workshops on the junior high school, according to a survey recently made by the Committee on Junior High-School Education¹ of the National Association of Secondary-School Principals. These figures represent a significant increase over last year, when the Committee reported in the March BULLETIN that 50 colleges and universities would offer a total of 83 courses. Reference to 1955, when 34 institutions were reported in the February and May BULLETINS as offering summer courses on the junior high school, shows how sharply the number of institutions and courses has increased.

This survey of summer-session courses on the junior high school is one of several projects planned for 1956-57 by the Committee. The head-quarters staff members responsible for carrying on this and the other projects are Ellsworth Tompkins and Virginia Roc.

In December 1956, we sent a letter to 250 colleges and universities, requesting information on junior high-school courses, conferences, and workshops scheduled for the 1957 summer session. We asked for (1) name of institution, (2) name and number of course offering, (3) summer school time-schedule, and (4) name of professor.

One hundred twelve institutions² responded in detail to our request. Seventy-three reported one or more courses; the remaining thirty-nine indicated that emphasis, and in most cases significant emphasis, would be given the junior high school in their comprehensive courses and workshops on secondary education. Thus, it can be said that at least 112 colleges and universities are stressing junior high-school education in their 1957 summer sessions.

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²See page 17 for late listings.

Colleges Responding to Inquiry

Colleges and universities offering courses, conferences, and workshops on junior high schools during the 1957 summer session are starred (*).

Tuskegee Institute, Tuskegee Institute, Alabama

- *University of Alabama, University, Alabama
- *Arkansas A and M College, College Heights, Arkansas
- *University of Arkansas, Fayetteville, Arkansas
- *Fresno State College, Fresno, California
- ^o Humboldt State College, Arcata, California
- *Long Beach State College, Long Beach, California
- *San Diego State College, San Diego, California
- *San Francisco State College, San Francisco, California
- San Jose State College, San Jose, California
- *University of Southern California, Los Angeles, California
- *University of Colorado, Boulder, Colorado
- *University of Denver, Denver, Colorado Teachers College of Connecticut, New Britain, Connecticut The American University, Washington, D. C.
- *The Catholic University of America, Washington, D. C.
- •Florida A and M University, Tallahassee, Florida
- *University of Florida, Gainesville, Florida University of Miami, Coral Gables, Florida
- *The University of Georgia, Athens, Georgia The University of Hawaii, Honolulu, Hawaii University of Idaho, Moscow, Idaho
- *Illinois State Normal University, Normal, Illinois
- Northern Illinois State Teachers College, DeKalb, Illinois Southern Illinois University, Carbondale, Illinois University of Chicago, Chicago, Illinois
- Butler University, Indianapolis, Indiana
- *Indiana University, Bloomington, Indiana Iowa State College, Ames, Iowa
- *Kansas State Teachers College, Emporia, Kansas
- *Kansas State Teachers College, Pittsburg, Kansas Louisiana State University and A and M College, Baton Rouge, Louisiana
- *The University of Maine, Orono, Maine State Teachers College, Frostburg, Maryland
- *Boston University, Boston, Massachusetts
- *Clark University, Worcester, Massachusetts Harvard University, Cambridge, Massachusetts
- *Northeastern University, Boston, Massachusetts
- *Central Michigan College, Mt. Pleasant, Michigan
- *Eastern Michigan College, Ypsilanti, Michigan
- *Michigan State University, East Lansing, Michigan Northern Michigan College, Marquette, Michigan

- *University of Michigan, Aun Arbor, Michigan Wivin State University, Detroit, Michigan
- *State Teachers College, St. Cloud, Minnesota
- •† myets ty of Minnesota Minneapolis, Minnesota Delta State College, Cleveland, Mississippi
- Mississippi Southern College Hattiesburg, Mississippi
- *Central Missouri State College, Warrensburg, Missouri
- Montana State College, Bozeman, Montana
- Montana State University, Missoula, Montana Nebraska State 1 cachers College, Chadron, Nebraska
- *University of Nebraska, Lincoln, Nebraska
- *University of Nevada, Las Vegas, Nevada
- *University of Nevada, Reno, Nevada
- *Newark State Leachers College, Newark, New Jersey Brooklyn College, Brooklyn, New York
- *Cornell University, Ithaca, New York
- *Fordham University, New York, New York
- *Holstra College, Hempstead, New York
- *New York University, New York, New York
- *State University Teachers College, New Paltz, New York
- Leachers College, Columbia University, New York, New York
- *University of Buffalo, Buffalo, New York
- *University of Rochester, Rochester, New York
- Appalachian State Teachers College, Boone, North Carolina
- Duke University, Durham, North Carolina

Fast Carolina College, Greenville, North Carolina

North Carolina State College, Raleigh, North Carolina

State Teachers College, Elizabeth City, North Carolina University of North Dakota, Grand Forks, North Dakota

Bowling Green State University, Bowling Green, Ohio

Kent State University, Kent, Ohio

Ohio State University, Columbus, Ohio

Southwestern State College, Weatherford, Oklahoma

University of Oklahoma, Norman, Oklahoma

- *Oregon State College, Corvallis, Oregon
- *University of Oregon, Eugene, Oregon

California State Teachers College, California, Pennsylvania

*Lehigh University, Bethlehem, Pennsylvania

Pennsylvania State University, University Park, Pennsylvania

- State Teachers College, Cheyney, Pennsylvania
 *State Teachers College, East Stroudsburg, Pennsylvania
- *State Teachers College, Kutztown, Pennsylvania
- *State Teachers College, West Chester, Pennsylvania
- *Temple University, Philadelphia, Pennsylvania
- *University of Pittsburgh, Pittsburgh, Pennsylvania
- *Northern State Teachers College, Aberdeen, South Dakota
- *State University of South Dakota, Vermillion, South Dakota University of Tennessee, Knoxville, Tennessee
- *Baylor University, Waco, Texas
- *Southern Methodist University, Dallas, Texas

- *University of Houston, Houston, Texas
- *University of Texas, Austin, Texas
- *Utah State University, Logan, Utah
- *Central Washington College of Education, Ellensburg, Washington
- *Eastern Washington College of Education, Cheney, Washington
- *State College of Washington, Pullman, Washington West Virginia University, Morgantown, West Virginia

University of Wisconsin, Madison, Wisconsin

 Wisconsin State College, Eau Claire, Wisconsin Wisconsin State College, La Crosse, Wisconsin

Wisconsin State College, Oshkosh, Wisconsin

*Wisconsin State College, Platteville, Wisconsin

Wisconsin State College, Superior, Wisconsin Wisconsin State College, Whitewater, Wisconsin

JUNIOR HIGH SCHOOL COURSES AND WORKSHOPS

The information received was tabulated and is listed below by state and institution within state. Where no exact data were given, the space has been left open. We regret that material submitted after the deadline date of January 16, 1957, could not be included.

The junior high-school courses and workshops scheduled for 1957 summer session in American colleges and universities appear to stress these items: administration, curriculum, teaching techniques for core programs and for specified subject fields, and early-adolescent development and psychology. Not only is the number of summer-school courses increasing—their content is becoming more comprehensive. In fact, one large institution is offering nine courses on junior high-school education in the 1957 summer session!

The rapidly growing interest in the junior high school is widely recognized in the United States and even in Canada. More junior high schools are being established and built in almost every section of the country. For example, St. Paul, Minnesota, has constructed a new junior high school for each of the last three years. Omaha, Nebraska, has embarked on a building program to change from the 8-4 to 6-3-3 type of organization and a total of twelve junior high-school buildings are either completed, contracted for, or planned. The city of Toronto has recently constructed a junior high-school building. Along with this extensive new construction, there is a marked increase in the number of research studies, textbooks, and descriptive articles on aspects of junior high-school education. The indication is strong that the trends will continue. Schools designed for early adolescents—separate junior high school and the first three years of the junior-senior high school—are no longer the neglected area of education they once were.

The NASSP Committee on Junior High-School Education wishes to thank the colleges and universities that participated in the project. It will send a reprint to each of them. Also, the Committee invites the ideas of NASSP members on possible improvements in the project.

List of Colleges and Universities Offering Courses and Workshops on Junior High Schools, 1957 Summer Session

Professor	staff Futrelle Temple	H. K. Moore, et al. R. R. Bent	Raiph Evans Wavne Holder Donald Bowlus	Hans Koolen Hans Koolen	Helen Prouty David Malcolm Jim Schunert	Marie Fielder Walcott Beatts Joe Smith	Lowell Kenth G. W. Ford	Georgiades
Dates	june 10 July 19 July 22 Angust 23	June 3-August 16 July 15-August 23 July 15-August 23	June 17-July 26 June 17-July 26 June 17-July 26	June 24-August 2 June 24-August 2	June 24-August 2 June 24-August 23	June 24 August 2 June 24-August 2 June 24-August 2	August 5-August 16	August 5-August 16
Course No. and Name	Workshop on the Junior High School The Junior High School	Psy. 358, Human Growth and Development: Adolescence Sec. Ed. 433, Literature for Adolescents Sec. Ed. 553, Teaching in the Unified Program	Ed. 123, The Junior High School Psy, 120, Adolescent Psychology Psy, 112, Psychology of Adolescence	Ed. 222, The Junior High School Ed. 266, Problems in Teaching the Core Curriculum	Ed. 118. Growth and Development of the Adolescent Special Internship for Junior High School Teachers	Ed. \$258.5, Teaching the Adolescent Psy. \$132, Adolescent Psychology Ed. \$258.3. Methods and Materials for the Core Program	Ed. 225S, Workshop in School Admin- istration (Junior High Schools)	Ed. Sec. 553, Workshop for Core Teachers
Institution	Alabama University of Alabama University	Arkansas A and M College Arkansas A and M College College Heights University of Arkansas Fayetteville	California Fresno State College Fresno Humboldt State College	Long Beach State College Long Beach	San Diego State College San Diego	San Francisco State College San Francisco	San Jose State College San Jose	University of Southern California Los Angeles

Dates	July 1-July 19 Carl Ginn	July 1-July 5 M. E. Herriott July 1-July 12 M. E. Herriott	June 24-July 26 (harles Bateman	July 1-August 9 Marry Murray	July 1-August 9 Frank Drobka	1957 Summer Session J. C. Awkard	June 18-August 8 K. P. Kidd	June 18-August 8 R. D. MacCurdy	June 18-August 8 E. B. Browne	June 18-August 8 R. W. Whetstone	June 17-August 16	July 22-August 2 J. W. Carrington	June 17-August 9 J. W. Carrington July 8-July 12 B. R. Ullsvík
Course No. and Name	Ed. 567, Junior High School Education Juli	Junior High School Principals' Conference Jul Ed. 572, Junior High School Principals' Jul Workshop	Ed. 11-422, Junior High School Education Jun	S530, Modern Methods of Teaching Social Jul Studies in the Junior and Senior	High School	Ed. 512, Adolescent Psychology	Ed. S 550, Teaching Mathematics in the Jun	nce in the Junior	unior High School Cur-	The Core Program in the	Ed. 455, Psychology of Adolescence	Ed. 300, Workshop in Education-Junior Jul High School Principals	chool School Mathe-
Institution	Colorado University of Colorado Boulder		University of Denver Denver	District of Columbia The Catholic University of America		Florida Florida A and M University Tallahassee	University of Florida				Georgia The University of Georgia Athens	Illinois State Normal University Normal	ı

Henry O Conner	W. R. Davenpert	Grace Wright Grace Wright	Den Davis	Nordand Strawn Edvard Robowon Davis Marten	I live outh I completes	Mary Jones	Vernon Jones H F Rax	Aptions Bott Chartes Presic Rounds Stay
June 18-August 9	Jane 12 August 2	June 17-July 2 July 8-July 23 July 25-August 9	July 15-August 3	June 3-August 3 June 3-August 3 June 5-August 3	July 8-August 16	July 8-August 17	July 1 August 16 June 24 July 12	June 24 August 2 June 24 August 2 June 24 August 2
Ed. 435, Junior High School Organization and Problems	Ed. 528, The Junior High School	5526, Workshop in Junior High School Administration 5528, Workshop in Junior High School Curriculum 5529, Workshop in Junior High School Activities	Ed. 106D, The Junior High School in American Education	Ed. 211, The Junior High School Ed. 65. Adolescent Psychology Ed. 149, Methods of Teaching Common Learnings	Ed. 25Ds, Planning the Junior High School Curriculum	ES122S, Literature for Young Adults	S. 201, Education Psychology (hild Growth and Development Ed. 21.122, Workshop in Junior High Education	B 121 CM, The Junior High School Ed. 541, Adolescent Psychology Ed. 548, Core Curriculum
Northern Illinois State Teachers College DeKalb	Indiana Butler University Indianapolis	Indiana University Bloomington	Kansas State Teachers College Euporia	Kansas State Teachers College Pittsburg	Maine The University of Maine Orono	Massachusetts Boston University Boston	Clark University Worcester Northeastern University Boston	Michigan Central Michigan College Mt. Pleasant Eastern Michigan College Ypsilanti

Institution	Course No. and Name	Dates	Professor
ty	TE 599, Improving Instruction in the Junior High School	August 5-August 16	Blackman and Walsh
University of Michigan Ann Arbor	Ed. B121, Junior High School	June 24-August 5	Donald Dolan
Minnesota Statc Teachers College St. Cloud	Ed. 370, Junior High School Education Ed. 400, Workshop in Junior High School Fducation	June 10-July 19 June 10-June 28	Fred Menninga Fred Menninga
University of Minnesota Minneapolis	Ed. Adm. 167, The Junior High School	June 17-july 20	Roscoe Cramer
Mississippi Mississippi Southern College Hattiesburg	Ed. 513, Organization and Administration of the Junior High School Psy. 152, Human Growth and Development, Part II: Adolescent	June 3-August 15 June 3-August 15	Ralph Owings Ray Musgrave
Missouri Central Missouri State College Warrensburg	Ed. 216, Junior High School Administra- tion and Management	June 3-July 27	R. C. Morton
Montana Montana State College Bozeman	Ed. 405, The Junior High School	June 18-July 19	Sidney Bachelder
Montana State University Missoula	Ed. 159, The Junior High School	June 17-August 23	James Short
Nebraska University of Nebraska Lincoln	Ed. 300, Workshop Seminar (the modern junior high school)	June 11-August 2	Rex Rechewav
Nevada University of Nevada Las Vegas	Sec. Ed. 442, Junior High School Instruction	August 5-August 23	Holbert Hendrix

I losel Druns	Mildred Fisher Mildred Fisher	C. B. Hivon F. H. Stutz and C. B. Hivon	Raphael Piana	Howard Goody	G. D. Baker G. D. Baker and others	Harold Tannenbaum Byron White Byron White Harold Tannenbaum	Flkins David Austin
June 24. August 2	June 27-August 9 June 27-August 9	July 1-August 10 July 19-July 20	July 8-July 19	July 24. August 30	July 2-August 9 August 12-August 25	July 1-August 9	July 8-August 16 July 8-August 16
Sec. Ed. 442, Junior High School-Instruc- tion	Ed. 559, Guidance and Methods of Teaching in Junior High School Ed. 557, The Junior High School Curriculum	Ed. 391, The Junior High School Work Conference on the Junior High School	Ed. S278.21a, Materials and Techniques of Teaching Science in Junior High School	Sec. Ed. 221, Junior High School	Ed. 230.45, 230.46, The Junior High School Curriculum and Organization National Institute on the Junior High School	Ed. 575. Principles of Learning in the Junior High School Ed. 576. Language Arts in the Junior High School Ed. 577., Mathematics in the Junior High Ed. 578. Citizenship Education in the Junior High School Ed. 578. Citizenship Education in the Junior High School	Ed. s235JH, Junior High School Programs Ed. s236I, Administration of Junior High School
University of Nevada Reno	Newark State Teachers College Newark	New York Cornell University Ithaca	Fordham University New York	Hofstra College Hempstead	New York University New York	State University Teachers College New Paltz	Teachers College, Columbia University New York

Professor	Jacobson Vanaria Fikins Phil Lange Sheviakov Sobel	Arthur Kaiser	William Fullagar	Joseph Ellis	David Austin	Rapson	Vern Wilson	
Dates	July 8-August 16	July 1.August 9	July 1-August 9	June 11-July 19	June 11-June 29	June 17-June 28	June 18August 9	June 17-July 27
Course No. and Name	Ed. \$269C, General Science—grades 7-9 Ed. \$295J, Junior High Schools Social Studies Home Ec. \$286E, Home Economics in Junior High School Ed. \$235C, Core Course Ed. \$235ME, Junior-Senior High School Problems of Teaching Ed. \$207DI, Early Adolescent Psychology; Ed. \$267P, Junior High School Mathematics	SD531, Junior High School Organization: Meeting Needs of Youth	Ed. SH 103, Principles of Junior High School Education	Ed. 547, Core Curriculum	\$230, The Junior High School Curriculum	Ed. 508, Workshop on: Organization and Administration of Junior High Schools	Ed. 484, The Junior High School	Ed. 491, The Junior High School
· Institution		University of Buffalo Buffalo	University of Rochester Rochester	North Carolina Appalachian State Teachers College Boone	Duke University Durham	Oregon Oregon State College Corvallis	University of Oregon Eugene	Pennsylvania Lehigh University Bethlehem

State Teachers College East Stroudsburg	Ed. 426, Implications of Bulletin 242 (Core Curriculum)	July 15. August 24	John Wildrick
State Teachers College Kutztown	Psychology of Adolescence		
State Teachers College West Chester	Workshop in Core Curriculum	Jane 21 August 2	
Temple University Philadelphia	Sec. Ed. 211s, Workshop in Core and Unified Curriculums	Jaly I-Jaly 14	John Mickelson
University of Pittsburgh Pittsburgh	Sec. Ed. 177, The Core Curriculum in The Junior High School	August 12. August 23	Arthur Kelley
South Dakota Northern State Teachers College Aberdeen	Ed. 343, Teaching the Core Curriculum June 3-July 3	June 3-July 3	Heming
State University of South Dakota Vermillion	Sec. Ed. 124, Special Problems of Teaching in the Junior High School	June 10. August 9	Fred Petersen
Texas Baylor University Vaco	Ed. 807, The Junior High School: Its Organization and Administration	June 3. August 23	C. G. Strickland
Southern Methodist University Dallas	Ed. 174, The Junior High School	June 5-June 25	C. L. Wisseman
University of Houston Houston	SED 661, Seminar in Junior High School Education	July 18. August 29	William You
University of Texas	Ed. A. 384 K. Administration of the Innior High School	July 18-August 27	1. I. Nelson
***************************************	Ed. C. 387T. J. Curriculum Problems:	June 5-July 16	J. G. Unstattd
	Ed. C. 387T. 3, Curriculum Problems: Science in the Junior High School	June 5- July 16	T. W. Munch and others

Professor	James Fraser James Fraser	A. L. Thomasorf Clifford Frickson	Dan Oppleman and Horace Story Dan Oppleman and Horace Story Dan Oppleman and Horace Story	John Amend	Robert Bunting William Dunn	Chester Olson Chester Olson and staff	John Barth Russell Hill	
Dates	July-August July-August	June 17. August 16 June 17. July 17	June 17-July 17 June 17-July 17 June 17-July 17	August 5-August 9	June 17-August 9 June 17-August 9	June 17-July 26 June 17-July 26	June 17-July 26 June 17-July 26	8s.)
Course No. and Name	The Junior High School The Core Curriculum	Ed. 580, Junior High School Administra- tion Psy. 447, Psychology of Adolescence and	Ed. 451, Core Curriculum Ed. 545, Directed Observation in a Core Class Ed. 599CC, Seminar in Core Curriculum	Ed. \$499-5599, Junior High School Principals' Conference	Ed. \$404, Demonstration Class on Junior High School Level Ed. \$413, Junior High School Organiza- tion and Curriculum	Ed. 127, Social Science Methods for Upper Elementary and Junior High School Ed. 124, Science Workshop for Upper Elementary and Junior High School	Ed. 362, Physical Education for the Junior High School Teacher Ed. 292, Literature for Adolescents	(See page 17 for late listings.)
		ge Se		ge of				
Institution	Usah Utah State University Logan	Washington Central Washington College Education Ellensburg		Eastern Washington College Education Cheney	State College of Washington Pullman	Wisconsin Wisconsin State College Eau Claire	Wisconsin State College at Plattesville	

The Library as Presented in Selected Textbooks of Secondary School Administration and Supervision

EMILY A. COPELAND and LEANDER J. SHAW

THE PROBLEM AND ITS SCOPE

I UMFROUS statements in periodical articles and books in the field of secondary education discuss the relative place of the library in the school program. Although school administrators generally agree that the library is an integral part of the school, they often express doubt as to whether or not the use of the library by teachers and pupils is commensurate with the amount of money and time spent for providing library facilities.

Frequently, librarians in their local and national meetings, point up the lack of understanding of the role of the librarian by other school personnel. The writers feel that the desire for the best program of library service in secondary schools is shared mutually by librarians and school administrators. The failure to cooperate in providing effective library services comes from lack of communication rather than a lack of interest.

THE NEED FOR THE STUDY

Although there is agreement among educators that school administrators are responsible for providing leadership in the development of library programs, there is considerable difference of opinion concerning the nature and functions involved. The professional literature of librarians is weighted heavily with factors involving the duties of school administrators in providing library service. Librarians often become dissatisfied when they discover that there is a lack of mutual feeling for and appreciation of the functional roles of both the school administrator and the librarian.

Little attention, however, is given to the professional preparation of school administrators and to the contents of the textbooks which they read. In many courses in school administration and supervision, professors and students rely upon textbooks and related readings to provide

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adequate information and guidance for prospective school personnel. To a great extent undergraduates and graduates accept what they read in bibliographies required in connection with their course outlines as authoritative without extensive research. When students write term papers, projects, and other such studies, their quotations and citations are based upon periodical references and textbooks listed on course outlines. Textbooks, therefore, contribute immeasurably to the types of attitudes, appreciations, skills, and understandings of library service possessed by most school administrators. Newer teaching techniques involving the library as an aid to scientific study challenge authors of textbooks to give greater emphasis in their publications to chapters or sections on library services. Certainly, school administrators should receive in their formal education basic knowledge to guide them to assume intelligently their positions in developing library services. There is need for a study of contents of textbooks on secondary-school administration and supervision as well as treatment, emphasis, and up-to-dateness.

In keeping with the generally accepted view that the library plays an important role in the school, the writers of this article recognize the potential influence of educational textbooks in conditioning prospective school personnel. The writers aim to analyze textbooks on secondary-school administration and supervision as to adequacy of content and treatment of material based upon information in Section "F", "The Library" in the 1950 edition of *The Evaluative Criteria* of the Cooperative Study of Secondary-School Standards.

ASSUMPTIONS AND HYPOTHESES

The need for this study is predicated upon the belief that: (1) text-books present more theoretical information about school libraries than knowledge about how they operate; (2) to a great extent the type of information included in textbooks about the library varies from one author to another and stresses no single point of view; and (3) information in textbooks fails to provide school administrators with knowledge about operating school libraries.

The writers assume that: (1) secondary-school administrators, in qualifying for advanced degrees and certification in administration and supervision, study basic textbooks in school administration and supervision; (2) textbooks on school administration and supervision deal with problems, policies, and procedures in the field of administration and, in many cases, omit the library, or give limited or out-of-date information; (3) textbooks contribute significantly in conditioning school administrators; (4) Section "F" of the 1950 edition of The Evaluative Criteria, which is often used as standard for determining the quality of library service in secondary schools, may also serve as a basis for analyzing textbooks as to content; (5) bulletins published by state and municipal boards of education for the guidance of school personnel are of little or

no value to individuals seeking information concerning library services, and 6 the burden of responsibility for presenting accurate, up to date, and valid treatment of the school library rests heavily upon authors and other contemporary writers in the areas of school administration and library services.

BASIC QUESTIONS OF THE STUDY

The writers considered the following questions pertinent in their inquity of textbooks on school administration and supervision. Do textbooks on school administration present sufficient and reliable information about library services to qualify school administrators to assume roles of leadership in developing library programs? What type of information concerning library services would be considered adequate and would meet the needs of school administrators? How is the library treated in textbooks on school administration? Do the authors merely theorize on the place of the library in the school, or do they give constructive suggestions to facilitate operations? Do textbooks present material in keeping with current concepts of the modern school library, or is information made up of old ideas from other secondary sources? Is there sufficient information in textbooks as to the qualifications, preparation, and numerical adequacy of the school library staff, duties of library organizations and management of library services, and adequacy of preparation in administering the school library budget? Do textbooks serve as forecasters of future trends in library services? Is there any agreement among authors as to the basic information that should be included in textbooks? These and other similar questions inspired the writers to make a contribution in an area which apparently has not been previously explored.

METHOD OF APPROACH

At two workshops conducted for principals and librarians during the summer of 1956, such keen interest in library problems was exhibited that the two groups agreed to sponsor a one-day problem solving institute for the purpose of discussing methods of cooperation among librarians and school administrators.

The main problem of the institute revolved around numerous questions raised by the participants of the two workshops at the institute. School administrators and librarians sought answers to these and other similar questions: Do principals, supervisors, and librarians have mutual understanding as to the library? What shall I do about scheduling classes in the library? How can a small school with a limited number of teachers and a small enrollment provide library services by using classroom teachers? In a school where the library is used as a classroom and a study hall, how may an enriched library program be effected when the librarian is teaching classes? How may school administrators help the librarian sell the library to pupils and teachers? How may a school

community without library services and no persons trained in the field of librarianship (except the principal) provide library services through the use of student assistants or through bookmobile services? Since the school belongs to the community, what provisions or procedures can be used for providing "after school reading where there is no public library? How may school administrators plan in-service training for teachers on the use of books and libraries? How may school administrators provide instruction on the use of the library for boys and girls when the teachers do not know how to use books and libraries? If there is no teacher in the school certificated to do library work and one teacher has to be selected, what qualifications should be considered in selection of the classroom teacher? Would it be advantageous for school administrators to discuss the technical aspect of librarianship in in-service meetings? Should the librarian be used for substitute teaching when the other teachers are ill? What quantitative standards can be used in determining the adequacy of library services?

These and other questions permeated this group's discussion for a full day. The group consulted textbooks on school administration for possible answers and discovered that the answers could not be found. We may say, then, that this article was initiated by the minds of sixty (60) school principals, librarians, and consultants, searching the contents of textbooks on school administration for answers on library services often needed by school administrators. At first, librarians wondered why principals did not already know the answers to the questions, but, upon examining the textbooks, the group decided that the answers to these questions had not been presented through textbooks. The writers agreed that, if this information had been omitted from the training of school administrators, a study of textbooks with respect to the library would focus attention on this area for future authors. A letter was written to the editor of the BULLETIN of the National Association of Secondary-School Principals to see whether or not any issues of the bulletin had been devoted to library service, and found that no complete issue had been devoted to the subject, but a few articles have been included over the vears.

Briefly, the final procedures that led to the completion of the article are as follows: developed an item-analysis checklist based upon Section "F" of the 1950 edition of the Evaluative Criteria; assembled and examined about fifty-five most commonly used textbooks in the area of secondary-school administration and supervision; and compiled and analyzed bibliographies on sections and chapters on the library in all textbooks used in the study.

In an effort to see whether or not the state departments of education and municipal school boards had in their training programs, additional information for secondary-school administrators concerning the library, the writers contacted superintendents of instruction in the 48 states and

25 large cities, and received replies from 39 of these agencies. Of the 39 agencies from which replies were received, 25 had no handbooks and 14 had handbooks. Only 7 of the handbooks received had a section on the library of which 6 had basic guides and standards for library service. Because of the limited number of handbooks received, the writers will only make a statement concerning the information included in the handbooks.

DELIMITATIONS OF THE STUDY

This study is limited to textbooks of secondary-school administration and handbooks for school administrators provided by some state and municipal boards of education in the United States. It is not the purpose of this study to generalize concerning all textbooks on school administration, but to make a critical analysis of the textbooks used by writers. The writers feel that the sampling indicated above is sufficient to establish validity for the implications cited and for the conclusions reached in this article.

THE CHECKLIST

To determine the type of information which may be considered necessary for effective school library service, the writers examined the items in the checklist of the Evaluative Criteria. Permission was secured from the publisher to select items from Section "F," "The Library," and to devise a checklist to be used in analyzing textbooks on secondary-school administration. Only those sections were used which the writers felt to be pertinent for administrators and supervisors: (1) the library staff; its numerical adequacy, qualifications, preparation, and conditions of services and duties; (2) organization and management of library: (3) physical facilities of the library and (4) use of the library by teachers.

BIBLIOGRAPHIES IN TEXTBOOKS

The writers examined 140 bibliographic items in the total number of 55 textbooks included in the study. The range of date of published bibliographic items extended from 1915 to 1952. It is significant to note that the largest number of books and articles cited were 54 during the 1940's; the next number were 36 during the 1920's; the third rank of citations was 33 during the 1930's. During the 1950's only 15 articles and books were cited and one each was cited for 1915 and 1918. This may be indicative of the fact that even current books published do not include up-to-date information on school library services.

ANALYSIS

The following chart shows the findings of the writers in examining 55 books in the area of secondary-school administration and in analyzing the information according to selected items from Section "F," "The

Library," in the 1950 edition of the Evaluation Criteria. The authors were primarily interested in seeing whether or not the books contained any information on items indicated below and the extent of treatment

CHART I-THE LIBRARY

Cook a Excellent Information b Good Information, c Fair Information, d-Little Information, e. No Information Only three (3) books contained fair information, two (2) little information. Not any contained excellent or good information and no books indicated clerical assistance for the library.

Numerical Adequacy			
Does the textbook help one understand what determines nur	nerical	adequacy	for the
library?		Yes 2	No 55
a b	· c	d	e
A professionally trained school librarian			
is charged with responsibility for the			
library.	3	2	50
Professionally trained assistant librarians			
are provided in large schools		1	54
Clerical assistance is available.		•	55
			33
Qualifications, Preparation, and Conditions of Service			
The Library Staff Has:			
An understanding of the school's philos-			
ophy and educational program		1	54
A broad, general education-the equiva-			
lent of at least the baccalaureate degree	•	- 2	53
Successful teaching experiences		1	54
Ability to organize and manage the			
library for effective use of the library			
and library materials.	1	4	50
Ability to work with the administrative	•		30
officials of the school to secure effective			
library services.	1	5	49
Ability to make the library an attractive		,	10
learning situation.	1	5	49
Training in selecting, acquiring, and or-	1	9	19
ganizing pamphlets, bulletins, and similar			
materials in terms of needs of pupils.	1		51
Preparation in the selection, organization,	1	3	31
and use of audio-visual materials.			-0
Ability to use reference books and to	1	2	52
teach pupils to use them.			**0
Knowledge and understanding concerning	1	2	52
reading disabilities and reading instruc-			
tions.			w.c.
	1	2	52
Ability to work as a member of curriculum development committees.			
and a development tommittees.	1	2	52

interests.

3

	4	a h	a b	a b c d
Communication of the through in service				
trainin,				
me real control of the control of				
The following conditions of service are				
provided:				
The librarians have faculty status equal				
to that of teachers having equivalent ed				
ocation, experiences, and responsibilities.				*
The librarians participate in all faculty				
meetings.				
The librarians are represented on faculty				
planning committees dealing with the ed-				
ucational program				3
Staties of the librarians are consistent				
with those of the other faculty members				
having equivalent education, experiences,				
and responsibilities				1
Additional compensation is provided if				
service is required during regular vaca-				
tion periods				
Provisions for leaves of absence and retire-				
ment apply to librarians.				

1 wa 2 books contained little information about broad education of librarians; one I understanding of educational program and philosophs of the school. With regard to successful teaching experience which involved ability to manage the library, administer, and to select materials; only five per cent of books reviewed contained little or fair information and 95 per cent included information.

Duties and Responsibilities of Library Staff			
a b	C	d	c
Studies the provisions made in the ele-			
mentary school for helping pupils use li-			
beary materials so that effective articula- tion of instruction is possible.		2	53
		- 4	73
Systematically acquaints pupils, in co-			
operation with the members of the in-			
structional staff, with the proper and effective use of library facilities		5	50
Makes available and the same		.3	,0
Makes available a wide variety of library		3	52
materials and services to pupils.		3	224
Evaluates knowledges and skills in the use of the library.			50
	1	4	ρU
Provides cooperative supervision of activi-			~ 1
ties within the library.	2	2	51
Stimulates and guides pupils in different			
reading.	2	2	51
Encourages pupils to widen their reading interests.			
anterests.	1	9	51

	a	ь	с	d	e
Cooperates with other departments in providing attractive and effective exhibits of library materials and welcomes displays furnished by other departments for exhibit					
in the library.		1	1	1	52
Organizes all library materials for effective			2	1	52
Guides pupils in selecting books suitable to their reading abilities and interests.				4	51
Conducts periodic inventories of library			1		54
Assists in planning with various staff mem- bers, for effective use of audio-visual equipment and materials			2	1	51
Maintains a clearinghouse of information concerning community resources for in-	·			-	
structional purposes.					55
Carries an extensive program of library publicity in the school. Contributes to public relations activities				3	50
of the school.				2	53
Makes reports periodically on the status and needs of the library services				2	53
Gives attention to the proper physical environment, including such factors as					-,
lighting, heating, and ventilation Studies and evaluates pupil and teacher				1	54
use of library materials. Cooperates with community librarians in			I	4	51
increasing the effectiveness of community and school libraries.				2	53
Keeps librarians of public libraries in- formed of needs of pupils for public					
library materials.			1	1	53
Exercises leadership in the development of policies for the selection and use of					
Cooperates with teachers in the selection				2	53
of materials.			2	3	50
Regularly informs teachers of new ma- terials which have been acquired			1	2	52
Regularly informs teachers of new ma- terials which are available for acquisi-					
tion				1	54
Is acquainted with the content of various course offerings.				1	54
				•	

	3	1,	4	cf	e
Parturpates in classroom activities and					
works with the teachers to increase the					
effective use of library material.			1	3	51
Amosts teachers in collecting and organiz-					
ing bulletin board and display materials.			1	3	51
Amosts teachers in selecting and using					
audio-vaual materials (e.g. films, film-					
strips, recordings, slides).				13	6.8

On this car way less than five per cent contained little information and more than 9 per cent did not even mention duties and responsibilities. This is significant because read of the success of an effective program in library service is contingent upon sympathetic understanding on the part of the school administrator

Organization and	Management	of	Library
Financial Provisions			

rinantial Provisions:	a	- b	C	4	e
The librarian, after consulting teachers or heads of departments, constructs a de- tailed budget and submits it to the ad-					
A sum of money is regularly alloted in				1	54
the annual school budget to meet library needs				1	54
Budget allotments for the library are available through the year.				1	54
Library materials may be acquired throughout the year as needed.				1	54
Accurate, up-to-date records are kept showing income, funds available, dis- bursements, and balances.					55
A portion of the budget is alloted:					30
For the purchase of new books, duplicates, and replacements.				1	51
for the care, repair, and rebinding of materials.				1	51
For miscellaneous items such as expendable supplies.					55
For purchase or rental of audio-visual ma- terials (e.g., films, filmstrips, recordings).					55
Accessibility of Library Facilities					
The library is open for pupil use before the beginning of the daily program.				1	54
The library is open continuously throughout the day.				2	53

	a	Ь	(d	c
Members of the professional staff are on duty in the library throughout the day.				3	52
The library is kept open as long after					36
school as use justifies				1	54
Open shelf facilities are provided when- ever possible.				2	53
Library materials are freely loaned class-					
rooms and study halls for such periods of time as needed.				4	51
Library materials loaned to classroom are				*	. F 4
casily available to pupils for use in class-					**
Pupils have access to the library during				3	52
class periods.				5	50
Individual pupil schedules permit at least three periods per week for work in the					
library			1	1	53
Physical Facilities					
The Library Area:					
Is centralized with respect to main corri-					
dors.				3	52
Is adjacent to study halls. Is sufficient size to provide good reading					55
and study conditions.			1	4	51
Is equipped with floor covering of lino-					
leum or other approved material Is acoustically treated to permit quiet				2	53
reading.				1	54
Is adequately lighted.				2	53
Is artistically decorated.				2	55
Is provided with tables and chairs of suitable size and height.				2	53
Contains conference, listening, or preview					
Contains library office.			1	3	51 53
Is provided with a charging desk.				2	54
Contains shelving of sufficient amount to					
meet needs of an adequate collection				4	51 52
Has bulletin boards and display area Is equipped with a cabinet for card				3	94
catalog and filing cabinets.				2	53
Contains a workroom of adequate size Is equipped with a cabinet for card			1	3	51
catalog					55

	9	ь		d	-
Is equipped with a noiseless typewriter.	_			1	9 54
Contains storage facilities for library ma-					
terrals and supplies			1	4	50
Contains storage facilities for audio-visual					
materials			2	4	. 49
Is equipped with magazine shelving and					
newspaper racks.				4	51
Use of the Library by Teachers					
Teachers use school library materials to					
promote their own professional growth.				9	52
Teachers use the library as an aid in cur-					
riculum development.				4	51
Teachers inform the librarian regarding					
needs in relation to classroom activities				3	52
Teachers use the library materials ex-			e th		
tensively in their classroom planning and teaching.			1	3	51
Teachers stimulate and assist pupils in				3	21
the effective use of library materials			1	5	49
Teachers and library staff cooperatively			•		15
assist pupils in developing desirable study					
and reading habits.				4	51
Teachers use the library for recreational					
reading			1	1	58
The administration encourages teachers					
to make continuous and substantial use of					
library materials.			1	8	51

It is safe to say that, in areas involving organization and management, library facilities, and use of libraries by teachers, the writers found the same pattern as expressed concerning the lack of adequate information on library services.

SUMMARY

- 1. The writers advanced the thesis that, although the library is considered an important phase of the secondary-school program, authors of textbooks fail to give the type of treatment commensurate with its significance.
- 2. Textbooks used for the professional preparation of school administration are insufficient in content to meet the needs of persons who are in administrative and supervisory positions.
- 3. The school administrator cannot escape his responsibilities for furnishing leadership providing an atmosphere of cooperative understanding of and appreciation for and the execution of policies affecting library services.

- 4 Textbooks to a very great extent influence the attitudes and points of view possessed by school administrators with regard to library services
- 5 In the area of inservice training for supervisory school personnel and teachers, handbooks and other related materials published and distributed by state departments of education and municipal school boards are limited in information on library services.
- 6 Bibliographic items in textbooks are based on out of date references and, therefore, may be limited in presenting current concepts of library services.

IMPLICATIONS

- 1. It is the hope of the writers that articles of this nature may focus attention upon this problem of administrator-librarian relationships and that, resulting from this, textbook writers and publishers may assume greater concern for the treatment of this phase of the secondary school program.
- 2. If recognition is given to the school administrator's role in furnishing leadership in the area of library services, misunderstandings could be reduced to a minimum and a greater degree of cooperation could be developed between librarians and other members of school staffs.
- 3. It was significant that only one book reviewed by the writers gave fair treatment of the matter of librarian salaries. The view expressed was that the salary of the librarian should be consistent with other faculty members having equivalent education, experiences, and responsibilities. To prepare his budget intelligently and to recommend to his board, the school administrator must operate within a frame of reference based upon knowledge and the best current practices in his field. Much of this information is obtained by means of textbooks and related materials used in his professional training. The kind and quality of information received by the school administrator is important because it has a definite influence upon his performance and usefulness to his staff and community.
- 4. It is important that the literature on library services published and distributed by state boards of education and local school boards give greater emphasis to administrator-librarian relationships. These agencies are also expected to assume some responsibility for setting up programs that would give guidance in operational procedures, staffing, budgeting, and community needs that may be met by the school library located in small communities.
- 5. In addition to content in educational courses, short-term institutes for school administrators and librarians may strengthen the bond of communication between these two groups and lay the bases for improved library services.

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OF THE

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS AS OF JANUARY 1, 1957

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Box 787 Town Creek

Lofton L. Abrams, Prin. Hazelwood HS Hugh Tipton, Prin. Hatton HS, Rt. 3 Trinity-Silas B. Cross, Prin. Jr. HS Troy-Weldon Smart, Prin. HS Tuscaloosa

Marvin T. Allen, \$14 - 29th Ave W W Drake, Supvr. Tuscaloosa Co. Scha. Frank Holly, Prin H. L. Goins Jr. HS 2015

McDonald Hughes, Prin. Druid HS, 15th St

Fred S. Justus, Prin. Alberta Jr. HS R. C. Lett (Mrs.), Prin. Jr. HS, 1210 - 21st Anc

J R. Pittard, Prin. HS

Tuskegee-Erwing W. Wadsworth, Prin. HS Union Springs -Joseph H. Stowers, Prin. HS University

Robert C Hammock, Prof. of Educ., Univ. of Alabama

Tennent Lee, Jr., Coll. of Educ., Univ. of A about

Hugh L. Taylor, Dir. Counseling & Advisory Services, Univ. of Alabama, Box 2787

Priek

U. J. Lindsey, Prin. Uriah Co. HS John M. Sawyer, Prin. J. U. Blacksher HS Verbena-H G. Daniel, Prin. HS

Vincent-D B. Smith, Prin. HS

WATTIOT

Allison P. Barnwell, Prin. HS

J. Powers Deason, Sr. Prin. Majestic Jr. HS, Box 25

Frank A. Wadsworth, Prin. Corner HS, Rt.

Waterloo-Clarence T. Wilson, Prin. HS Wedowee-G W. Yarbrough, Prin. Randolph

Weogufks-L. L. Porch. Prin. HS West Electon—Oscar M. Zeanah, Prin. HS Woodland—Crawford C. Haynes, Prin. HS York—Sam W. Jones, Prin. Sumter Co. HS

ARTEONA

Avondale-Chauncey D. Coor, Supt. Agua Fria Un. HS

Bagdad

A. D. Adams, Supt. of Schs.

John Apfel, Prin. HS

Benson-Ronald Jenkin, Supt. Un. HS Bisbee Anthony Nadolski, Prin. HS, Box

Buckeye-Alvin E. Ellis, Prin. Un. HS, Box

Casa Grande-Loren S. Curtis, Supt. Un. HS, Box 1957

Chandler-Harry White, Prin. HS

Clarkdale-Donald O. Ensign, Prin. Mingus HS. Box 248

Coolidge Malcolm A. Garrison, Prin. HS, 708 W. Pinkley Ave. Cottonwood

Fred R. Lewis, Supt. of Schs., Box 1107 Ell-worth M. Schnebly, Prin. HS, Box 1107

Douglas—Paul H. Huber, Prin. HS, Box 813 Moy—John H. Berryhill, Prin. Santa Cruz Valley Un HS. Box 1088

Flagstaff -Lewis J. McDonald, Asso. Prof. of Educ. & Dir. of Field Relations, Arizona State Coll.

Florence-William C. McConnell, Jr., Prin. Un. HS, Box 637

Port Defiance

Marvin D. Cowan, Supt. Window Rock Schs. Joseph L. Matthews, Prin. Window Rock HS, Gila Bend Holert W Crichton, Supt of St. 11 x 60.

Gilbert Don Cook Prin HS

Gloudale

Robert C Scott Frin HS 401 W Glendale

W. A. Townsend, Supt. of Scha., 501 W Gleadale Ave.

Mayden-W. M. Gemmell, Supt. of Scha Molbrook-H. R. Starr, Supt. of Schollingman O B Joy Supt Mohave Co Ln

Marana-Derryl A. Dumermuth, Prin. HS McNary Thomas A Pavelin Supt of Scha, H x 598

100

Gavin C. Humphrey, Asst. Prin. H8 John Semanek Vice Prin Jr HS, 828 E 4th

John C. White, Prin. HS, 15 W. 2nd Ave. Miami - Earl E McClain Prin HS Route 1, B × 615

Morenel-Phil H. Davidson, Prin. Jr.-Sr. HS, Box 434

Parker

Marino O. Olafson, Box 1847

Emmett M. Sims, Prin. Northern Yuma Co. Un. HS, Box 1506

Patagonia Herbert T. Hawkins, Prin. Un. HS, Box 18

Peorla

Melvin L. Huber, Prin. HS

Ivan S. Wade, Supt. of Schs., Box 278

Phoenix

W. W. Armstrong, Dir. of Sec. Educ., State Dept. of Educ., State Capitol Bldg.

Charles M. Burton, Prin. North Phoenix HS, 1101 E. Thomas Rd. James S. Carter, Prin. Un. HS, 512 E. Van

Buren St. Kenneth E. Coffin, Prin. Sunnyslope HS, 35

W. Dunlap St. Matt O. Hanhila, Prin. South Mountain HS,

5401 S. 7th St. Francis J. Harrington (Rev.), Prin. Brophy

Coll. Prep. Sch., 4707 N. Central Ave. John K. Herrera, Asst. Supt. of Maricopa Co. Schs

Glenn C. Lundeen, Supt. Phoenix Indian School, 4101 Rhoads Circle

E. W. Montgomery, 318 W. Monte Vista Rd., Honorary Life Member

Wayne A. Sanford, Supt. Christian HS, 1751 W. Indian School Rd.

Sr. Mary Annarita, CPPS, Prin. St. Mary's HS, 402 East Monroe St.

Sister Mary Emerita, BVM, Prin. Xavier HS,

4712 N. Third St.

Donald F. Stone, Prin. West Phoenix HS,
2910 N. 19th Ave,
John L. Tanner, Prin. Phoenix Camelback

IIS, 5744 N. Mitchell St.

James D. Wallace, Prin. Indian School, 4312 Farm Drive

Ernest C. Wilson (Rev.), Prin. St. Mary's HS, 230 E. Polk St.

E. Melvin Zinser, Prin. Washington HS, 2217 W. Glendale Ave.

Prescott

Willard M. Fetterhoff, Prin. Jr. HS

Leonard T. Spooner, Prin. Sr. HS, Box 1231 Safford-Donald Wilson, Prin. HS St. Johns-R. Deith Udall, Prin. HS, Box 517 Sanders-Tony Komadina, Supt. of Schs. San Manuel-Robert J. Burian, Prin. HS, Box 5476

MARKET AND

Ray J. Davis, Prin. HS

J. Tracy Tripp, Asst. Prin. HS

Snowflake-Hyrum A. Hendrickson, Prin. Un. HS, Box 98

Superior-Carl Hickerson, Prin. HS

Tempe

Robert W. Ashe, Prof. of Educ., Arizona State College

F. J. Benedict, Prin. Un. HS James J. Jelinek, Head, Div. of Sec. Educ., Arizona State Univ., Coll. of Educ. Roy C. Rice, 1433 Mill Ave. Alfred Thomas, Jr., Registrar & Dir. of Ad-

missions, Arizona State Coll., Rt. 2, Box 2 Thatcher—Ross A. Owens, Dean of Eastern Arizona Jr. Coll., Box 261 Men,

Tolleson—Ira A. Murphy, Prin. Un. HS, 9407 W. Van Buren St.

Tucson

Elbert D. Brooks, Prin. Pueblo HS, 3500 S. 12th Ave.

Charles A. Carson, Assoc. Supt. of Schs., 15 S. Park Ave

Lawrence W. Cross, Prin. Amphitheater HS, 125 W. Yavapai Rd.

Robert A. Crowell, Assoc. Prof. of Educ. & HS Visitor, Coll. of Educ., Univ. of Arizona Dean A. Curtis, Prin. Antelope Un. HS, Box 218

Henry Egbert, Asst. Prin. Catalina HS J. Bonaventure Gilmore (Rev.), Prin. Salpointe HS, 1545 E. Copper St.

Rollin T. Gridley, Prin. Catalina HS, c/o Tucson HS

Thomas P. Grove, Prin. Sunnyside HS, 422 N. Forgeus Ave.

Alburn M. Gustafson, Prin. Alice Vail Jr. HS, 2715 E. Tenth St.

Thadeus C. Johnston, Prof. of Educ., Univ. of Arizona, 6409 E. Hayne St.

Robert J. Letson, Prof. of Educ., Univ. of Arizona, 5921 E. 24th St.

William D. Lovett, Prin. Flowing Wells HS, 3725 N. Flowing Wells Rd.

Florence Reynolds, Asst. Prin. Pueblo HS. 3500 S. 12th Ave.

Mariana, Prin. St. Joseph's Acad., 540 N. Wilmot Rd.

Andy Tolson, Prin. Sr. HS, 400 N. 2nd Ave. Willcox-Lloyd Eikenberry, Prin. HS, Box

Winslow-Peyton Reavis, Prin. HS, Drawer

Yuma-A, D. Abbott, Supt. Un. HS Dist.

ARKANSAS

Arkadelphia

N. B. Cooke, Prin. Peake HS, 700 W. Pine St. John B. Elms, Prin. Jr. HS

C. W. Thomasson, Prof. of Educ., Henderson State Tchrs. Coll.

Ashdown-Samuel R. Fisherty, Prin. HS

Augusta-James M. Smith, Prin. Carver E Bald Knob-H. V. Webb, Prin. HS Bauxite-O. C. Hopper, Prin, HS Bestha

Kenneth O. Cook, Prin. Sr. HS, 214 Lille St.

A. D. Parsons, Prin. Jr. HS, 512 River St Bentonville—James L. West, Dir. of Stude Affairs, Baptist Insti. of the Ozarks Blytheville

Lee D. Jeffers, Prin. Richard B. Harrin HS, Box 293

William D. Tommey, Prin. HS, Box 903 Bryant-Robert M. Oliphant, Prin. HS Camden

Wyley J. Elliott, Prin. HS S. P. Nelson, Prin. Lincoln HS. Box 293 Carthage-Ruel E. Green, Prin. Col. HS, &

Cave City-A. B. Cooper, Supt. of Schs. Chidester—Eugene Champion, Prin. Pleasar Hill HS, Box 427

Clarksville-Johnny E. Bock, Prin. HS. F Havs St.

Conway

Paul Craig, Rt. 4 Eugene J. Landers, Prin. Pine St. HS Crawfordville-L. R. McNeil, Prin. McNe

HS, Box 205 De Queen-John H. Hardin, Prin. HS El Dorado

Howard M. Elder, Prin. Sr. HS Henry T. Hogg, Prin. Jr. HS Chester P. Williams, Prin. Washington HS Emerson-F. L. Curry, Prin. McMitress H **Fayetteville**

Charles H. Cross, Prof. of Educ., Univ. & Arkansas, 516 Lindell St.

William H. Duncan, Prin. Sr. HS R. M. Roelfs, Assoc. Prof. of Educ., College of Educ., Univ. of Arkansas

Forrest City C. T. Cobb, Prin. Lincoln HS Lewis C. Hawley, Prin. Sr. HS

Port Smith

S. E. Bullock, Prin. Lincoln HS Earl Farnsworth, Prin. Sr. HS, N. 23rd

M. P. Riedel, Prin. Ramsey Jr. HS, Jens. Lind & S. Dallas Aves. Ralph B. Riley, Prin. Darby Jr. HS, N. 188

& Grand Sts. Helena-R. H. Porter, Prin. Central B Caney Park

Hope

W. V. Rutherford, Prin. Yerger HS R. L. Wiley, Prin. HS, Box 365 Hot Springs

Vernon G. Dokey, Asst. Prin. Jr. HS. 2 Freeman St. Franklin Sanders, Prin. Sr. HS, Oak!

Orange Sts. Frank L. Williams, Prin. Jr. HS, 119 Bark

St. Roxie-Ray Saunches, Prin. HS

Jacksonville-Wallace R. Neece, Prin. HS Jonesboro

Clarence H. Geis, Prin. Sr. HS Thomas C. Martin, Prin. Annie Camp Jr. B 1307 Flint St.

Lake Village

John P. Sinclair, Prin. Lakeside HS Harold W. Vault, Prin. Central HS

Lewisville-Luther H. Black, Prin. Col. HS Little Rock

Charles F. Allen, 206 Thayer Ave., Honorary Life Member

Harry L. Cain, Prin. Southwest Jr. HS William E. Galvin (Rev.), Prin. Catholic HS,

2501 State St. E. L. Hawkins, Prin. Dunbar Jr. HS

C. A. Hicks, Supvr. of Instr. State Dept. of Educ.

G. T. Huckaby (Mrs.), Girls Vice Prin. Central HS

M. Justus Matlock, Prin. East Side Jr. HS, 14th & Scott Sts

Jess Matthews, Prin. Central HS, 14th & Park Sts. Ralph J. Payne, Prin. Joe T. Robinson Sch.,

Rt. 5, Box 493 Terrell E. Powell, Prin. Pulaski Heights Jr.

HS, Lee & Pine Sts

LeRoy Scott, Prin. Technical HS, 8th St. & Fair Park Blvd. Sister M. Frances, Prin. Mount Saint Marys

Acad., Pulaski Heights J. Harvey Walthall, Prin. Forest Heights Jr.

HS. K & Filmore Sts. S. D. White, Jr., Prin. West Side Jr. HS,

14th & Marshall Sts. B. G. Williams, Supvr. of Instr., State Dept.

of Educ., Educ. Bldg. Lonoke-F. T. Bunton, Prin. Carver HS Magnolia

F. B. Buffington, Prin. Columbia Co. HS Jack Clemens, Prin. HS, 220 S. Jackson St.

W. C. Tims, Prin. McNeil Col. HS, 602 Dorris St. Malvern

Edward E. Bailey, Prin. Wilson HS, 206 Walnut St. Mac S. Gates, Prin. Jr. HS

Marion-W. C. Potts, Prin. J. S. Phelix HS McGeehee John O. Clark, Supt. of Schs., Box 351

C. A. Williams, Prin. Desha Co. HS McNeil-Cecil D. Fowler, Supt, of Schs., Box

Menifee-William T. Keaton, Supt. Conway Co. Trng. Sch.

Monticello

Stanley Y. Cheshier, Prin. HS

S. T. Johnson (Mrs.), Prin. Drew Co. HS Morriton-Hymon King, Prin. L. W. Sullivan HS, 900 W. Rock St.

Mount Holly-Robert L. White, Prin. New Hope HS, Box 81

Newport-Norman S. Calhoun, Prin. W. F. Branch HS, Box 785

Norphlet-F. L. Primm, Prin. Smith HS North Little Rock

Elza H. Hunter, Prin. Jones HS, Cedar & Tenth Sts.

George E. Miller, Prin. Sr. HS, 22nd & Main W. Warren Miller, Prin. Fourth St. Jr. HS,

Fourth & Willow Sts. Charles L. Nations, Prin, Jefferson Davis Jr. HS, 23rd & Poplar Sts.

Osceola-J. A. Taylor, Prin. Rosenwald HS, Box 405

Paris-L. D. Harris, Prin. HS

Pine Bluff

Samuel M. Callicott, Prin. HS, Box 18

Cornelius W. Dawson, Sr., Dir. Div. of Educ., A. M. & N. Coll.

Curtis C. Love, Prin. Sr. HS, 10th & Laurel

Jerry L. Patterson, Prin. Jr. HS

Portland-G. L. Tillis, Prin. Tillis HS, Box

Prescott

A. L. Harris, Jr., Prin. McRae HS, Box 741 Harold E. Smith, Prin. HS

Rosston-G. S. Ivory, Supt. of Oak Grove Special Sch. Dist.

Russellville

Mattie Brown (Mrs.), Prin. Sr. HS, 209 E. 5th St.

Vernon L. Doss, Prin. Dardanelle HS, 507 W. 7th St.

Guy Gardner (Mrs.), Prin. Jr. HS, 1500 W. Main St.

Myrtle Roush, Librn., Arkansas Poly. Coll. Lib.

Searcy-Henry L. Yarbrough, Prin. HS Smackover-Elijah Coleman, Prin. Trng. Sch.,

Box 457 Star City-Fulton W. Walker, Prin. Lincoln

Stephens-E. D. Robinson, Prin. Carver HS Sweet Home-James A. Fair, Jr., Prin. Fuller HS

Texarkana

K. B. Davis, Prin. Sr. HS, 15th & Jefferson Sts.

Maurice A. Dunn, Prin. Arkansas Jr. HS, 1020 State Line

Mott Mosely, Prin. Washington HS

Waldo-C. W. Easter, Prin. Negro HS, Box 358

West Memphis

L. R. Jackson, Prin. Wonder HS, 632 S. 17th

Herman J. West, Prin. HS, 331 Barton St. Wilmot-M. La Grande, Prin. Col. HS, Box 234

CALIFORNIA

Alameda

Donald J. Bell, Vice Prin. HS

James M. Bryan, Prin. HS, 2957 Gibbons Dr. Sister Ann Louise, Prin. Notre Dame HS, 1011 Chestnut St.

Jean Wilson, Asst. Prin. Encinal HS, 210 Central Ave.

Albany-Charles A. Moore, Prin. HS, 603 Key Rt. Blvd.

Alhambra

Bruce M. Lawson, Prin. Keppel HS, 501 E. Hellman St.

C. Scanlon, Asst. Supt. of Schs., 601 N. Garfield St.

Anaheim-Paul H. Demarce, Dist. Supt. Un. HS, 811 W. Center St.

Anderson-Robert Peckler, Prin. & Dist. Supt. Un. HS, Box 515 Angels Camp-Harold W. Drummond, Prin.

& Dist, Supt. Bret Harte Un. HS

Antioch-Frank W. Allen, Prin. Sr. HS, 700 W. 18th St.

Arcadia

Norman F. Frost, Vice Prin, San Marino HS, 202 E. Sycamore St.

Elbert E. Souders, Prin. HS, 180 W. Huntington Pl.

I. Arcata - Kasper Ingebritson, Curric. Coord, Humboldt State Coll.

Artesia-Richardson Hastings. Prin. HS. 12108 E. Del Amo

Arvin-Clyde Dawald, Prin. HS, Box 518 Avalon-George R. McKelvie, Prin. Avalon Jr.-Sr. HS, Catalina Island

Avenal-Vernon J. Silva, Prin. HS. 601 E. Mariposa

Mark condicts

Ben Evans, Tchrs, Prof. Lib., Kern Co. Un. HS, 2000 24th St.

John W. Harp, Vice Prin. East Bakersfield HS, 330 Francis St.

Gerald W. Hedden, Prin. Evening HS, 4519 Randy Ave

Leslie W. Hedge, Prin. HS, 1200 F St.

Grant W. Jensen, Prin. South HS

H. Parley Kilburn, Dir. Adult Educ., Bakersfield Coll.

I. E. Lane, Prin. East Bakersfield HS, 2621 Sunset Blvd.

Theron L. McCuen, Dist. Supt. Kern Co. Un. HS & Jr. Coll., 2000 24th St

Elcy McGovern, Asst. Supt. Kern Co. Schs., 1103 Golden State Hwy.

Edward Simonsen, Dean of Admin., Bakersfield Coll.

George M. Williamson, Prin. North HS. Galaxy Ave.

Baldwin Park—Ted K. Gorrell, Prin. Baldwin Park HS, Box 335

Banning-Earl W. Denton, Prin. Un. HS, 359 E. Santa Rita Pl. Barston

Lionel R. Bromberger, Prin. Jr. HS, 1st St. & Campus Way

Robert W. Cooper, Vice Prin. Sr. HS, 1st St. & Campus Way

Phineas Goldstein, Prin. Sr. HS, 1st St. & Campus Way

Bell

Virgil Frampton, Prin. HS, 4328 Bell Ave William R. Ruess, Jr., Vice Prin. HS, 4328 Bell Ave.

Geraldine A. Schwaderer, Vice Prin. HS, 4328 Bell Ave.

Bell Gardens-James W. Prince, Prin. Jr. HS. 5841 Live Oak St

Bellflower-John Prasch, Prin. HS, 15301 S. McNab St.

Belmont-Sister Rosemarie Julie, Chm. Dept. of Educ., Coll. of Notre Dame

Benicia-L. H. Hamann, Prin. HS, Box 455 Berkeley

Jay Aungst, Prin. Willard Jr. HS, Telegraph & Ward

Alfred Baxter, Prin. Garfield Jr. HS, Rose & Grant

Bentley Edwards, Prof. of Educ., Haviland Hall, Rm. 111, Univ. of California

Elwin Le Tendre, Prin. HS, Grove & Kittredge Sts.

William N. McGowan, Exec. Secy. Calif Assn. Sec. Sch. Administrators, 2220 Ba croft Way

Bruce L. Zimmerman, Prin. Burbank Jr. H 608 San Luis Rd.

Beverly Hills Harry M. Alter, Asst. Prin. HS, 241 More Dr. Kenneth L. Peters, Prin. HS, 241 Moreno D

Biggs-Arent L. Olsen, Prin. Un. HS Bishop-Amos G. Ogborn, Dist. Supt. & Pri Un. HS

Blythe-Deweese W. Stevens, Vice Prin. Pal.

Verde HS, Rt. 1, Box 46

Boonville—Gary T. Brown, Dist. Supt & Pda

Anderson Valley Unif. Sch. Brentwood-B. J. Callaghan, Dist. Supt. & Prin. Liberty Un. HS, Box 636

Burbank

Ed. R. Bedigan, Prin. Sr. HS, Third & But bank Blvd.

A. Dahlgren, Prin, Jordan Jr. HS, 4208 Mariposa

Robert D. Leland, Prin. John Muir Jr. HS 1111 N. Kenneth Rd.

Mother Mary Benedetta, Prin. Villa Cabrin Acad., 7505 Glen Oaks Blvd.

Vernon H. Weybright, Prin. J. Burroughs & HS, 1020 E. Harvard Rd.

Calipatria-Zafon A. Hartman, Dist. Supt. & Prin. Calipatria HS

Campbell-Samuel P. Reed, Prin. Un. HS.1 W. Campbell Ave.

Canoga Park

Howard L. Benedict, Prin, Sutter Jr. H. 7330 Winnetka Ave. Alwilda C. Dartt (Mrs.), Vice Prin. HS, 689

Topanga Canyon Blvd.

Henry O. Dyck, Jr., Prin. HS, 6850 Topang Canyon Blvd.

Ethel Morrison, Vice Prin. Sutter Jr. H. 7330 Winnetka Ave.

HS, 685 William C. Noble. Vice Prin. Topanga Canyon Blvd.

Lloyd C. Pack, Vice Prin. Sutter Jr. Hi 7330 Winnetka Ave

Gerald J. Peterson, Vice Prin. Sutter Jr. Hi 7330 Winnetka Ave.

Carmichael-Albert J. Sessarego, Prin. Sar ramento Sr. HS, 1505 Del Dayo Dr. Castro Valley

D. Carl Gelatt, Prin. HS, 19400 Santa Mari

John C. Roberts, Vice Prin. San Leandro H 8472 Mira Loma

Chico-William McCann, Prof. of Chico State Coll.

China Lake Earl Murray, Prin, Burrough HS, Naval Ordnance Test Station

Chowchilla-Neal E. Wade, Prin. Supt. Chowchilla Un. HS, Box 997

Chula Vista

C. Darsie Anderson, Dir. of Curric. & Guid Sweetwater Un. HS, 1180 5th Ave.

Harry C. Rubie, Prin. Jr. HS, 415 5th Ave. Claremont-Lyle C. Martin, Prin, HS, Foot hill & Indian Blvd.

Coachella—Everett L. Vice Winn. Coachella Valley Un. HS

Coalinga-James G. Bunker, Dist. Supt. & Prin, Un. HS

Colton-Donald H. McIntosh, Dist. Supt. & Prin. Un. HS

Compton

Carl J. Burk, Dir. of Curric., Un. HS Dist .. 417 W. Olive St.

Martin H. Fox, Prin. Whaley Jr. HS, 14401 Gibson St

Benjamin F. Jamison, Prin. Centennial Sr. HS, 2606 N. Central Arthur T. Leeming, Curric. Coord., Lynwood

HS, 14651 S. Frailey Ave. Harry Reid, Prin. Enterprise Jr. HS, 812 S.

Pearl Ave. Malcom M. Woodhead, Asst. Prin. Roosevelt Jr. HS, 1525 S. Chester

Sam S. Zackheim, Prin. Walton Jr. HS, 227 S. Holly Ave.

Concord

Harold P. Hill, Asst. Supt. Mt. Diable Unif. Sch. Dist., Grant St

Robert W. Kling, 5151 Myrtle Drive Corning-William R. Mace, Prin. Un. HS

Gordon H. Duncan, Prin. HS, 815 W. 6th St. George M. Kibby, Supt. Unif. Sch. Dist., 900 Howard St.

Coronado-Wilfrid C. Seaman, Prin. HS, 650

Covins-Oliver L. Corbin, Prin. HS, Hollenbeck & Puente

Crescent City

William A. Gustafson, Vice Prin. Del Norte

Co. HS, Rt. 1, Box 704 Charles A. Thunen, Dist. Supt. Del Norte Co. HS, 704 G St.

Culver City

A. Paul Adamson, Vice Prin. Jr. HS, 4601 Elenda St.

John F. Plank, Prin. Sr. HS, 4601 Elenda St. Danville

Bernice Melin, Rt. 1, Box 131 Roger J. Schulte, Dist. Supt. & Prin. San Ramon Valley Un. HS, Box 7

Davis

Elsie Hartwell, Prin. Jr. HS, 111 B St. Claire O'Brien, Prin. Jt. Un. HS, Box 274

Bert C. Corona, Prin. & Dist. Supt. Jt. Un. HS, Box 817 Joseph J. Costarella, Vice Prin. Jt. Un. HS.

Box 817 H. R. Olson, Dist. Supt. & Prin. HS, Box 817 Del Paso Heights-Ray J. Desimone, Prin. Norte Del Rio HS, 3632 Jasmine St.

Dixon

Thomas L. Maloney, Jr., Vice Prin. HS, Box

Floyd F. Salisbury, Dist. Supt. & Prin. HS. Box 368

Dos Palos-T. A. Locker, Prin. Jr. HS

Downey

Donald G. Hart, Prin. South Jr. HS, 7432 Cedilia St.

Robert C. Peter, Prin. East Jr. HS, 12333 Chavers

Hanford F. Rants, Prin. West Jr. HS, 11985 Old River Rd.

Del Ward, Prin. Earl Warren HS, 8141 De Palma Ave.

Dunsmuir-Delwin Poe, Dist. Supt. & Prin. HS, 416 Orange St. Edwards—Alfred B. Lokka, Jr., Vice Prin.

Desert HS

El Centro

Gerald L. Jensen, Consult, Sec. Educ., Imperial Co. Schs., Court House Stanley P. Matzen, Vice Prin. Central Un.

HS. 1579 Holt Ave.

El Cerrito

Claude D. Samples, Prin. HS, Ashbury & Eureka Sts.

Margaret N. Wolleson, Vice Prin. HS, Ashbury & Eureka Sts.

Elk Grove-Glen M. Beeman, Prin. & Dist. Supt. Un. HS, Rt. 1, Box 505

El Monte

Bernard L. Bergstrom, Dist. Supt. Un. HS Dist., 630 S. Tyler Ave.

George V. Burnett, Prin. El Monte Un. HS. 712 S. Tyler Ave. George W. Phelps, Jr., Prin. Arroyo HS, 4921

N. Cedar Ave.

G. L. Wahlquist, Asst. Supt. HS Dist., 712 S. Tyler St.

El Segundo-Howard L. Schuyler, Prin. HS, 604 Main St.

Escalon-Harold J. Whitlock, Prin. & Dist. Supt., Un. HS, Box 428

Esparto-Ben F. King, Jr., Prin. Un. HS, Box 12

Enreka

Leslie B. Anderson, Vice Prin. HS, 1302 6th

Paul R. Bowers, Prin. Sr. HS, 2029 J St. John M. Bowersox, Prin. Evening Sch., 1915 J

Charles S. Morris, Jr., Prin. Jr. HS, 1915 J St.

Fairfield

John C. Lucas, Dist. Supt. & Prin. Armijo Un. HS, Box 1067

Eugene Smith, Vice Prin. Armijo Un. HS, Box 1067

Fallbrook-William I. Hutchison, Prin. HS. Box 368

Fillmore

Harry Bigger, Prin. Un. HS, Rt. 1, Box 423 James R. Faris, Attend. Supvr., HS, Box 522 Donovan W. Main, Dist. Supt. of Un. HS, Box 697

Folsom-Howard Wood, Prin. HS

Fontana-Esther J. Steelman, Couns., HS Fort Jones-William A. Johnson, Prin. HS Fortuna-George J. Badura, Prin. & Dist. Supt. Un. HS

Fremont-J. V. Goold, Dist. Supt. Washington Un. HS, Box 606

Frasno

Joseph C. Deaton, Prin. Yosemite Jr. HS. 1292 N. Ninth St.

Paul H. Easterbrook, Prin. Washington Jr. HS, 735 Glenn Ave

Edward W. Gillis, Prin. Longfellow Jr. HS. 868 Hazelwood Blvd.

William W. Johnston, Vice Prin. Edison HS, 540 California Ave.

John W. Lehr, Prin. Alexander Hamilton Jr. HS. 102 Clinton Ave.

Norman A. MacDonald, Prin. Thomas A. Edison HS, 540 California Ave. Arthur L. Miller, Prin. Sequoia Jr. HS, 2348

Mariposa St.

Robert S. Miner, Prin. Theodore Roosevelt HS, 4250 E. Tulare St.

Jack E. Mulkey, Prin. HS, 1839 Echo Ave. Donald D. Quinn, Prin. Fresno Cont. Sch., 1921 N. Calaveras St.

Maurice G. Reetz, Dir. Fresno Adult Evening Sch. 4472 E. Tulare St.

Mervin Salwasser, Prin. Longfellow Jr. HS. Hazelwood & El Monte

Harold E. Sanderson, Prin. Ft. Miller Jr. HS. 1302 Dakota Ave.

John Solo, Vice Prin. HS, 1839 Echo Ave. W. H. Spillers, Prin. & Dist. Supt. Central

Un. HS. 2045 N. Dickenson Ave. George Warner, Vice Prin. Roosevelt HS, 4210 E. Tulare St.

Stuart M. White, Pres. Fresno Jr. Coll., 1101 University Ave.

Galt-Orvell K. Fletcher, Dist. Supt. of Schs., Box 517

Garden Grove

LeRoy L. Doig, Dist. Supt. Un. HS, 11271 Stanford St.

Donald S. Jordan, Prin. HS, 9462 Central St. Gardena

J. L. Abbott, Prin. HS, 1301 W. 182nd St. Clark Beardsley, Vice Prin. Jr. HS, 1415 Gardena Blvd.

Edward J. Cloherty, Vice Prin. Peary Jr.

HS, 1415 Gardena Blvd. Brother Joseph L. Hoffman, SM, Prin, Juni-

pero Serra HS, 14830 S. Van Ness athleen M. McGuire, Vice Prin. HS, 1301 Kathleen M. W. 182nd St.

Lucrezia D. McMullen (Mrs.), Vice Prin. Peary Jr. HS, 1415 Gardena Blvd.

Frances A. Stephan, Prin. Peary Jr. HS, 1415 Gardena Blvd.

Geyersville-Virgil N. Mullis, Prin. HS, Box 396

Glendale

Joanna Heideman, Prin. Eleanor J. Toll Jr. HS, 700 Glenwood Rd.

Sister Mary Lillian, BVM, Prin, Holy Family Convent, 321 East Elk Ave.

Glendora-Clifford M. Peck, Prin. Brown Sch. for Girls

Goleta-Robert F. Hardenbrook, Coord, of Sec. Educ., Santa Barbara Co. Schs., Educ. Service Center

Gonzales-Richard G. Force, Vice Prin, Un.

Grass Valley-William M. Wilson, Dist Supt. Nevada Un. HS, 465 Auburn St.

Grossmont-L. F. Smith, Dist. Supt. Un. HS

Stratton L. Tarvin, Prin. Jt. Un. HS

E. E. Wellenbrock, Vice Prin. Jt. Un. HS

Hawthorne-Wallace S. Nyman, Prin. Hawthorne HS, 4859 W. El Segundo Blvd. Hayward

Carl Ekoos, Asst. Supt. Un. HS Dist., 22300 Foothill Blvd.

Awbrey Laws, Asst. Supt. Un. HS Dist. 22300 Foothill Blvd. Don Oakes, Prin. HS, 22300 Foothill Blvd.

Norman Sanders, Vice Prin. HS

Wayne L. Sorenson, Curric. Asst., Un. H Dist

Healdsburg

Elmer Christensen, Dist. Supt. & Prin. HS Robert L. Malone, Prin. Jr. HS, 315 Grant & Hemet-Jacob Wiens, Dist. Supt. Un. HS Hermosa Beach-Raymond William Jones 1050 8th Pl

Hilmar-Eugene R. McSweeney, Dist. Supt. & Prin. Hilmar HS. Drawer N

Hollywood

Ralph D. Crawford, Vice Prin. HS, 1521 N Highland Ave.

Louis F. Foley, 2140 Outpost Dr

Colin McEwen, Dir. Colin McEwen Schs, 1927 N. Highland Ave.

Harold E. Perry, Prin. HS, 1521 N. Highland Ave. Bertha Standfast, Vice Prin. HS. 1521 N.

Highland Ave. L. B. Travers, Prin. Le Conte Jr. HS, 1816

N. Bronson Hughson-R. S. Tallmon, Dist. Supt. & Prin

Un. HS, Box 598 Huntington Park

Walter G. Heil, Vice Prin. HS, 6020 Miles

Iona J. Lord, Vice Prin. HS, 6020 Miles Ave Glenn E. Perry, Vice Prin. Carmelita Jr. HS. 3747 E. 61st St. Eunice S. Troth, Vice Prin. Gage Ave, Jr. HS.

2880 E. Gage Ave.

William N. Waite, Prin. HS, 6020 Miles Ave Idyllwiid—Richard W. Elliott (Mrs.), Dit The Desert Sun Sch.

Inglewood

Theron F. Borden, 1016 Orchard Dr. Eldon F. Boyd, Prin. Morningside HS, 10500 Yukon Ave.

Ione-Millard L. Woodson, Prin. Union H. Box 64

Isabella-James I. Van Fossen, Prin. Kern Valley HS, Box 1027 Jackson-Laurence Danilovich, Prin. Un. H.

Box 665

King City E. O. Fischer, Vice Prin. Jt. Un. HS, 78 Broadway

Donald Ziegier, Dist. Supt. & Prin. Jt. Uz HS

Lafayette

Lily Lahti, Curric. Coord., Acalanes Un. His Dist., 1212 Pleasant Hill Rd.

Stanley W. Walgren, Prin. Acalanes Un. H. La Habra—Walter J. Pray, Prin. HS, 801 W

Lakeport-Victor C. Ledbetter, Dist. Supt. & Prin. Clear Lake Un. HS

Lawndale

Vern J. Rice, Prin. Leuzinger HS, Box 337 Howard Waymire, Dir. of Guid., Leuzinger HS, Box 337

Leggett-Eldor R. Lehfeldt, Prin. Legget Valley Jr.-Sr. HS Le Grand-Richard N. Geary, Dist. Supt. 8

Prin. Un. HS, Box 68

Lamoore

W. H. Reilly, Dist. Supt. Un. HS, Box 517 Leonard R. Ward, Prin. HS, Box 517

Livingston-G. G. Russell, Prin, HS, Box 368

Harold M. Christensen, Vice Prin. Lodi Un. HS. Walnut & Hutchins Sts.

Lawson Smith, Supt. Un. HS Dist. Frank A. Stocking, Prin. Un. HS, Walnut & Hutchins Sts.

T-omita

Robert F. Denahy, Vice Prin. Narbonne HS, 25425 Walnut St.

Herbert E. Morey, Prin, Nathaniel Narbonne HS, 25425 Walnut St.

Elizabeth F. Parks, Vice Prin. Narbonne HS, 25425 Walnut St

Ruth Ware, Vice Prin. Narbonne HS, 25425 Walnut St.

Long Beach

Carl L. Amundson, Prof. of Educ., Long Beach State Coll., 6201 E. Anaheim Rd.

Eaton O. Bemis, Prin. Millikan HS, 2800 Snowden

Dorothy F. Buerger (Mrs), Vice Prin. Stanford Jr. HS, 139 Lindero Ave.

Harmon P. Clark, Jr., Prin. John Dewey Cont. HS, 235 E. 8th St.

Herbert J. Fenn, Prin. Lindbergh Jr. HS. Market & Lewis Sts.

Genero B. Garcia, Vice Prin. Marshall Jr. HS, 5191 Burnett St.

Donice D. Hamilton, Asst. Prin. Millikan HS, 2800 Snowden

B. B. Howell, Prin. Leland Stanford Jr. HS, 5871 Los Arcos Ave.

William E. Keeley, Prin. Wilson Sr. HS, 4400 E. 10th St

A. B. Liff, Prin. Marshall Jr. HS, 5870 E. Wardlow Rd.

Harry J. Moore, Asst. Supt. of Schs., 715 Locust Ave.

Neil W. Phillips, Prin. Poly. HS, 16th & At-Ruth M. Pitchford, Prin. Hamilton Jr. HS,

1060 E. 70th St. F. M. Sager, Prin. Jordan HS, 6480 Atlantic Ava

Los Altos-Howard H. Pattee, Exec. Secy. Calif. Assn. Indep. Schs., Box 1211

Los Angeles

Herbert L. Aigner, Boys' Vice Prin. Fairfax HS, 7850 Melrose Ave.

Arthur G. Andresen, Adm. Asst. of City Schs., 450 N. Grand Ave.

Ella G. Arciniega, Vice Prin. Venice HS. 13000 Venice Blvd.

Roy L. Arnheim, Asst. Supt. of Schs., 450 N. Grand Ave.

Marcella E. Ashley, Vice Prin. Emerson Jr. HS, 1650 Selby Ave.

Fred W. Axe, Prin. Horace Mann Jr. HS, 7001 S. St. Andrews Pl.

Adah C. Bailey, Girls' Vice Prin. Horace Mann Jr. HS, 7001 S. St. Andrews Pl.

Earl B. Barnett, Prin. Benjamin Franklin HS, 820 N. Ave. 54

Helen R. Barsumian, Vice Prin. Hollenbeck Jr. HS, 2510 E. 6th St.

Harold E. Bauer, Vice Prin, Burbank Jr. HS, 6460 N. Figueroa St.

Sheila Bauer, Vice Prin. Garfield HS. 5101 E. 6th St.

Albert Bertea, Vice Prin. Mt. Vernon Jr. HS. 4066 W. 17th St.

Morris Better, Los Angeles State Coll., 855 North Vermont Ave.

Hazel L. Blanc, Vice Prin. Roosevelt HS, 450 S. Fickett St.

Charles S. Bone, Vice Prin. HS. 4600 W. Olympic Blvd.

James D. Brayton, Vice Prin. Palms Jr. HS, 10860 Woodbine St.

D. Raymond Brothers, Prin. Garfield HS, 5101 E. 6th St.

Ben W. Brown, Vice Prin. Kern Ave. Jr. HS, 4765 E. 4th St.

W. Walker Brown, Prin, Alexander Hamilton HS, 2955 Robertson Blvd.

Meldrim F. Burrill, Prin. Burbank Jr. HS, 6460 N. Figueroa St.

Allen Campbell, Prin. Emerson Jr. HS, 1650 Selby Ave.

Albert Cartwright, Vice Prin. Revere Jr. HS, 1450 Allenford Ave.

Truman N. Case, Prin. Kern Jr. HS, 4756 E.

Everett Chaffee, Asst. Supt. of City Schs., 450 N. Grand Ave.

Nellie C. Cloes (Mrs.), Vice Prin. Revere Jr. HS, 1450 Allenford Ave.

Mary F. Comerford, Prin. Virgil Jr. HS, 152 N. Vermont Ave. William B. Condit, Vice Prin. Belmont HS,

1575 W. Second St. George C. Dirckx, Prin. Fremont HS, 7676 S.

San Pedro St. Austin E. Dixon, Prin. Carver Jr. HS, 885 E.

Muriel B. Duncan (Mrs.), Vice Prin. Mark

Twain Jr. HS, 2224 Walgrove Ave. Frances Evans, Vice Prin. Gompers Jr. HS,

234 E. 112th St. Jotty Falvo, Vice Prin, Emerson Jr. HS, 1650 Selby Ave.

John D. Falxa, Vice Prin. Edison Jr. HS, 6500 Hooper Ave.

William J. Ferguson, Prin. Revere Jr. HS. 1450 Allenford Ave.

Darrell F. X. Finnegan, SJ (Rev.), Chm. Educ. Dept., Loyola Univ. of Los Angeles, 7101 W. 80th St.

Paul Fisher, Prin. George Washington HS, 10860 S. Denker Ave.

Marguerite M. Fletcher (Mrs.), Vice Prin. Belvedere Jr. HS, 312 North Record St.

Hugh R. Foley, Vice Prin. Bret Harte Jr. HS, 9301 S. Hoover

Stanley S. Foote, Prin. Belvedere Jr. HS, 312 N. Record St.

Frances Z. Foster (Mrs.), Prin. Kern Ave. Jr. HS, 4765 E. 4th St.

Kathryn L. Francis, Vice Prin. Harte Jr. HS, 9301 S. Hoover St.

John H. French, Couns., Beverly Hills HS, 10371 Louisiana Ave.

Norma Gibson (Mrs.), Vice Prin, King Jr. HS, 1400 Myra Ave.

Elizabeth Goetten, Prin. Susan Miller Dorsey HS, 3537 Farmdale Ave.

Hope W. Goin (Mrs.), Vice Prin. Wilson HS. 2x39 N. Eastern Ave.

Bertha L. Goodrich (Mrs.), Prin., Nightingdale Jr. HS, 3311 N. Figueroa St

Edmond D. Gordon, Prin. Riis HS, 139 W. 69th St

Lillian K. Graeber, Vice Prin. Jefferson HS. 1319 E. 41st St. Stanley A. Green, Vice Prin. Audubon Jr.

HS, 4201 Creed Ave. Sam Hamerman, Prin. Thomas Jefferson HS.

1319 E. 41st St. Richard I. Hammerle, Vice Prin, Webster Jr. HS, 11330 W. Graham Pl

Carl W. Handy, Prin. James A. Foshay Jr. HS, 3751 S. Harvard Blvd.

Robert L. Hawkins, Vice Prin. Pasteur Jr. 11S, 5931 W. 18th St. Leslie Heald, Prin. Hollenbeck Jr. HS, 2510

E. 6th St.

Ciarice M. Hernandez, Vice Prin. Carver Jr. HS, 4410 McKinley Ave.

Celia Herriott (Mrs.), Vice Prin. Muir Jr. HS, 5929 S. Vermont Ave.

Marion Herriott, Prin. Airport Jr. HS, 9000 Airport Blvd.

Johanna F. Hofer, Vice Prin, Dorsey HS, 3537 Farmdale Ave. John C. Holt, Prin. HS, 4600 W. Olympic

Evelyn L. Honn, Vice Prin. Lincoln HS, 3501

N. Broadway Floyd R. Honn, Prin Manual Arts HS, 4131

S. Vermont Ave.

Loyd E Hopper, 1847 W. 78th Pl John J. Hunt, Vice Prin, J. Burroughs Jr. HS 600 S McCadden Pl.

Lucile Hutton, Vice Prin. Florence Nightingale Jr. HS, 3311 N. Figueroa St. George V. Ingles, Vice Prin. Wilson HS, 2839

N. Fastern Ave. Richard W. Jarrett, Prin. John Burroughs Jr. HS. 600 S. McCadden Pl.

Wilson K Jordan, Vice Prin, Washington HS, 10860 S. Denker Ave.

Leon L. Kaplan, Prin. Audubon Jr. HS, 4201 Creed Ave. Robert E. Kelly, Asst. Supt. in Charge of Sec. Educ., 450 Grand Ave. W. B. Kirkpatrick, Prin. Marshall HS, 3939

Blanche L. Knapp, Vice Prin. Adams Jr. HS.

151 W. 30th St. Forrest M Lamson, Vice Prin. Horace Mann

Jr. HS, 7001 S. St. Andrews Pl.

Sophia Leshing (Mrs.), Vice Prin. Audubon Jr. HS. 4201 Creed Ave.

Elmer E. Liddicoat, Prin. Mt. Vernon Jr. HS, 4066 W. 17th St. James W. Lloyd, Prin. University HS, 11800

Texas Ave.

Carroll Lockridge, Vice Prin. University HS, 11800 Texas Ave.

Wendell W. Lorbeer, Prin. Jackson HS, 2821

Karl Lovejoy, Vice Prin. Belvedere Jr. HS, 312 N. Record St.

Catherine S. MacDonald (Mrs.), Vice Pre Metropolitan HS, 1822 E, 7th St

Margaret P. Mahan, Vice Prin. Edison b HS. 6500 Hooper Ave. Helen B. Martin, Vice Prin, Pasteur Jr. R.

5931 W. 18th St. Lewis R. McAninch, Vice Prin. Muir Jr. H 5929 S. Vermont Ave.

Isaac H. McClelland, Jr., Prin. David Sta-Jordan HS, 2265 E. 103rd St.

George L. McCoy, Prin. Edison Jr. HS. 69 S. Hooper Ave.

Mary E. McHarg, Vice Prin. Palms Jr. E. 10860 Woodbine St.

Margaret McKee, Vice Prin. Washington E. 10860 S. Denker Ave, Margaret C. McKee (Mrs.), chester HS, 6550 W. 80th St.

(Mrs.), Prin. West Doris H. Miller, Vice Prin, University H.

11800 Texas Ave Daniel Moore, Vice Prin, Lincoln HS. 35% N. Broadway

Elspeth Mutch, Vice Prin, Virgil Jr. HS, IN N. Vermont Ave.

Gerwin Neher, Prin. Westchester HS, 741 W. Manchester Ave.

Walter O. Nelson, Dean, L. A. Pacific Coll. 625 Coleman Ave.

Richard H. Nida, Prin. Hamilton HS, 295 Robertson Blvd.

Helen Niersbach, Vice Prin. Kern Ave. J. HS. 4765 E. 4th St. Winifred Nugent, Vice Prin. Jefferson HS

1319 E. 41st St. L. M. O'Connor, Prof. of Educ., Loyola Univ 7101 W. 80th St

Samuel D. Oelrich, Prin. Fairfax HS, 789 Melrose Ave. Eugene F. Olson, Sec. Adm. Coord., Ch.

Schs. 450 N. Grand Ave. Reuhen R. Palm, Dir. of Sec. Educ. Lo

Angeles Co. Schs., 808 N. Spring St. homas D. Parry, Vice Prin. Venice HS Thomas D. Parry, 13000 Venice Blvd.

Crawford E. Peek, Prin. Washington Irving Jr. HS, 3010 Estara Ave

Duncan J. Powers, Prin. Bret Harte Jr. HS 9301 S. Hoover

Robert J. Purdy, Prin. Webster Jr. Ha 11330 W. Graham Pl. Mary E. Rank, Vice Prin. Webster Jr. H.

11330 W. Graham Pl. Roy H. Raymond, Prin. Mark Twain Jr. H.

2224 Walgrove Ave. Robert H. Reinhard, Vice Prin. Eagle Roof HS, 1750 Yosemite Dr.

Adeline C. Richardson, Coord, Tchr. Recruit ment, City Schs., 450 N. Grand Ave.

Donald J. Richardson, Vice Prin. Bancroft J. HS. 929 Las Palmas Ave. Thomas M. Riley, Prin. Metropolitan His

1822 E. 7th St.

Helen J. Rogers, Prin. Pasteur Jr. HS, 53 W. 18th St.

Esther L. Salmon, Vice Prin. Foshay Jr. H. 3751 S. Harvard Blvd.

Gladys M. Schulhof, Vice Prin. Burbank J. HS, 6460 N. Figueroa St.

Paul J. Schwartz, Vice Prin. Berendo Jr. HS 1157 S. Berendo

Allen A. Sebastian, Prin. King Jr. HS, 1400 Myra Ave

Wiley Sering, Vice Prin. Roosevelt HS. 450 S. Fickett St

William J. Settle, Vice Prin. Westchester HS.

7400 W. Manchester Ave. James G. Shellman, 5812 Cimarron St.

Edith L. Shreve, Vice Prin. Stevenson Jr. HS, 725 S. Indiana St.

Sister Cecile Marie, OP, Prin. St. Michael's HS, 1100 W. Manchester Ave.

Sister Clare Assisi, Prin. Saint Agnes' Convent, 2625 S. Vermont Ave. Sister Mary Consuela, Prin. Our Lady of

Loretto HS, 227 N. Lake St. Donald O. Skinner, Vice Prin. Gompers Jr.

HS, 234 E, 112th St. Barbara E. Smith, Vice Prin. Eagle Rock HS.

1750 Yosemite Dr. Elsa Mary Smith (Mrs.), Vice Prin. Franklin

HS, 820 N. Ave, 54 Evelyn D. Smith, Vice Prin, Manual Arts HS, 4131 S. Vermont Ave.

George J. Smith, Prin. Lincoln HS, 3501 N.

Broadway

Gjertrud Smith, Prin. Belmont HS, 1575 W. Second St.

Kenyon M. Smith, Prin. R. L. Stevenson Jr. HS, 725 S. Indiana St.

Stuart Stengel, Vice Prin. Manual Arts HS. 4131 S. Vermont Ave.

J. Cosby Stone, Vice Prin. Nightingale Jr. HS, 3311 N. Figueroa St.

Charles E. Sutcliffe, Prin. Eagle Rock HS, 1750 Yosemite Dr.

James N. Swain (Mrs.), Vice Prin. Belmont HS, 1575 W. 2nd St.

Fred A. Tanner, Vice Prin. Orville Wright Jr. HS. 6550 W. 80th St.

Walter S. Thomas, Vice Prin. Mark Twain Jr. HS, 2224 Walgrove Ave.

Rosaleen Timmons, Prin. Ramona HS, 231 S. Alma Ave.

Augusta B. Treister (Mrs.), Prin. Palms Jr. HS, 10860 Woodbine St.

Jeanette Trieb (Mrs.), Vice Prin. Westchester HS, 7400 W. Manchester Ave.

H. W. Van Daniker, Vice Prin., Garfield HS, 5101 E. 6th St.

Lawrence E. Vredevoe, Prof. of Educ., Univ. of California

Marian E. Wagstaff, Prof. of Educ., Los Angeles State Coll., 855 N. Vermont Ave.

Walter C. Walcott, Vice Prin. Airport Jr. HS, 9000 Airport Blvd. Katherine Wallace, Vice Prin. Fremont HS,

7676 S. San Pedro St.

. B. Walter, Chief Deputy Co. Supt. of Schs., 808 N. Spring St.

Arthur Wardle, Vice Prin. Virgil Jr. HS, 152 N. Vermont Ave.

Linda D. Watson (Mrs.), Vice Prin. Mt. Vernon Jr. HS, 4066 W. 17th St.

Gerald M. Weller, Prin. Muir Jr. HS, 5929 S. Vermont Ave.

J. E. Weyer (Rev.), Prin. Bishop Conaty HS. 2900 W. Pico Blvd.

Ione C. Winn, Prin. Betsy Ross HS, 717 N. Figueroa St.

Eileen C. Woodburn, Prin. Berendo Jr. HS, 1157 S. Berendo

Florence M. Young, Prin. Bancroft Jr. HS. 929 N. Las Palmas Walter W. Zabriskie, Prin. Gompers Jr. HS.

234 E. 112th St. Los Banos-Carlyle G. Loftin, Dist. Supt. &

Prin. Un. HS. Box 528

Lower Lake-Charles W. Barber, Prin. & Dist. Supt. Un. HS Lynwood

Regina O. Edington, Dean HS, 4264 Shirley Ave

William W. Jones, Prin. Willowbrook Jr. HS, 12116 Alpine Ave.

Edward J. Miller, Vice Prin. HS, 12124 Bullis

Manhattan Beach-Lloyd W. Waller, Prin. Mira Costa HS, 701 S. Peck Ave.

Mariposa-Milton L. Baker, Prin. Mariposa Co. HS. Box F

McCloud-Charles R. Green, Prin. HS

Merced-William L. Stevenson, Jr., Prin. Un. HS, Box 839

Mill Valley-Richard Campion, Prin. Tamaipais HS

Miranda-Richard G. Roche, Prin. South Fork HS

Modesto

J. Wesley Berry, Prin. HS, 1st & H Sts. Fred C. Beyer, Supt. of Stanislaus Co. Schs. 2115 Scenic Dr.

Miss Hartwich, Librn, HS, 1st & H Sts. Miss Pierce, Librn. Modesto Jr. Coll., College Ave.

Harvey Rhodes, Vice Prin. HS, 1st & H Sts. Mojave—Robert W. Wisgerhof, Prin. HS, Box 664

Montebello-Mona G. Crombie, Vice Prin. Eastmont Jr. HS, 400 N. Bradshawe 2341

Mountain View-Don N. Granholm, Thompson Ct.
Naps—Edward W. Solomon, Dean of Boys,

Ridgeview Jr. HS

National City-Allen A. Campbell, Pri Sweetwater Un. HS, 2900 Highland Ave. Nevada City-Edward A. Frantz, Nevada Un. Jr. HS, 633 Zion

Newhall

George W. Harris, Prin. William S. Hart-Un, HS, 24962 N. Chestnut Irvin A. Shimmin, Dist. Supt. William S.

Hart Un. HS, 1223 Spruce

Newman—R. C. Ferguson, Prin. Orestimba Un. HS, Box 758

North Hollywood

C. Evan Engberg, Prin. Jr. HS, 4525 Irvine

John G. Fox, Prin. HS, 5231 Colfax Ave. Charles C. Hamer, Vice Prin. Jr. HS, 4525 Irvine Ave.

Theresa W. Jinks (Mrs.), Vice Prin. HS, 5231 Colfax Ave.

Alice R. Kenealy, Vice Prin. Madison Jr. HS, 13000 Hart St.

Daniel F. Minock, Vice Prin. Madison Jr. HS, 13000 Hart St.

C. F. Neugebauer, Vice Prin. HS, 5231 Colfax Ave.

Edwin W. Olmstead, Prin. Madison Jr. HS, 13000 Hart St.

Alfonso B. Perez, Prin. Widney HS, 11801 Magnolia Blvd.

Morthridge

Lalvele T Caliguiri, Vice Prin. Jr HS, 17960 Chase St.

John W. Finley, Vice Prin. Jr. HS, 17960 Chase St.

Dorothy D. Fraser, Vice Prin. Jr. HS, 17960 Chase St.

Marwali

Richard Gahr, Prin. Excelsior HS. Box 218 Orval Rodgers, Prin. Norwalk HS, 11356 Leffingwell Rd.

Sakelale.

Donald R. Lund, Prin. Oakdale Jt. Un. HS, 723 W. F St. Clarence W. Royse, Dist. Supt. Jt. Un. HS,

Box B-1

Balland

Robert B. Abbott, Prin. Frick Jr. HS, 6250 Footbill Blvd.

Robert G. Adams, Prin. McChesney Jr. HS, 3748 13th Ave.

Alfred E. Baker, Prin. Castlemont HS, 8601 MacArthur Blvd

George C Bliss Prin. Tech. HS, 4351 Broad-

George Cherry, Prin. W. Wilson Jr. HS, 451 45th St Edward Cockrum, Prin. Westlake Jr. HS,

2629 Harrison St. Len Croce, Vice Prin, Elmhurst Jr. HS, 1800

98th Ave Robert F Curran, Prin. Elmhurst Jr. HS, 1800 98th Ave.

Henry Dyson, Prin. Lowell Jr. HS

Joseph Lee, Prin. Golden Gate Jr. HS. 6200

San Pablo Ave. Paul W Pinckney, Prin. Oakland HS, 3233

Carl Quellmalz, Vice Prin. Castlement HS, 8601 MacArthur Blvd

R. Wade Snyder, Prin, Hamilton Jr. HS, 2101

J. E. Wasson, Vice Prin. Frick Jr. HS, 6250 Foothill Blvd.

Ojal

Rudolph H. Drewes, Dist. Supt. Nordhoff Un.

Duane E. Owens, Prin. Matilija Jr. HS, Rt. 1. Box 27

John R Taylor, Prin. Nordhoff HS, Rt. 3 Olive View—Agnes Buckley, Prin. Joaquin Miller HS. Olive View Sanitorium Oroville—James C. Nisbet, Dist. Supt. Un.

Mercer L. Henderson, 2924 S. A St.

Cecil L. Schnelle, Prin. Evening HS. 5th & H Sts.

Pacific Grove-Rex Dunipace, Prin. HS. 833 Forest Ave.

Pacoima.

William B. Billingsley, Vice Prin. Jr. HS. 9919 Laurel Canyon Blvd.

Stella May Carlson, Vice Prin. Jr. HS. 9919

Laurel Canyon Blvd.

Dave Schwartz, Prin. Jr. HS, 9919 Laurel Canyon Blvd.

Palm City-Myron L. Smull, Prin. Mar Via HS, 505 Elm St.

Palm Springs-Henry E. Greeley, Prin H Palo Alto

Margarita Espinosa, Prin. Castilleja Sch. Hans W. Koolen, Prin. Ray Lyman Wille Jr. HS, 480 E. Meadow Dr.

Ray P. Ruppel, Prin. HS, 50 Embarcades 1207

Daniel J. Stone, Vice Prin. Jordan Jr. H. 1620 Portola Ave. Margaret S. Webb, Girls' Vice Prin. HS. 11

Washington Ave. Paradise-Loren A. Wann, Dist. Supt. Unit Sch.

Paramount-Harold C. Tonini, Asst. Prin. & HS, 14429 S. Downey Ave. Parlier-Melvin P. Rudholm, Dist. Supt &

Prin. Un. HS

Pasadena

Frank E. Arnold, Asst. Prin. Woodrow Wilson Jr. HS, 300 W. Madre Lorrayne E. Calkins (Mrs.), Asst. Prin. John

Muir HS, 1905 Lincoln Ave. Gladiss D. Edwards (Mrs.), Prin. HS, 153

E. Colorado St. Martha P. Handy, Prin. George Washington

Jr. HS, 2075 Lambert Dr. Frank R. Walkup, Prin. John Muir HS, 199 Lincoln Ave.

Paso Robles-John A. Quade, Prin. Un. H.

Box 607 Patterson-Ivan Larsen, Prin. & Dist. Supl Un. HS, Box 547

Petaluma

Arthur Collins, Vice Prin. HS, Fair St. Henry Knight, Prin. Sr. HS, Fair St. Howard B. Tingley, Prin. Jr. HS

Piedmont-Theo L. Bystrom, Prin. HS, 80 Magnolia

Pittsburg Donald G. Mitchell, Prin. Jr. HS, 351 School St.

Mavis N. O'Reilly, Librn., Contra Costa Co. Schs. Lib., 426 E. 10th St.

Edgar A. Poe, Prin. HS, 250 School St. Placentia William B. Purdy, Prin. Valencia Jr.-Sr. HS

Placerville

R. R. Lichty, Dist. Supt. El Dorado Co. H. 222 Canal St. Blaine Wishart, Co. Supt. of Schs., Govern-

ment Center Pleasant Hill-Arthur C. Bloom, Prin. HS

3100 Oak Park Blvd. Pleasanton-Willard W. Anderson.

Amador Valley Jt. Un. HS, Box 247

Point Arena—Walf Oglesby, Prin. Un. HS. Box 178

Pomona

Joseph F. Bonnet, Prin, Fremont Jr. HS, 9th & Garey Ave.

Winston Nelson, Prin. HS, Holt & San AF tonio Aves.

Sister Mary Benilda, Prin. Pomona Catholic HS, 533 W. Holt Ave.

Porterville Edward A. Landgraf, Prin. Un HS, 146 Cline Ave.

Potter Valley-F. R. Whitaker, Prin. HS Princeton-Relfe W. Leavitt, Box 348

Quiacy-Hanlon P. Tharp, Prin. Jr.-Sr. HS Ramona Perry S Morris, Prin. Un HS, Box

Todding

Richard E. Haake, Prin. Central Valley HS. Box 71

Harold L. Puffer, Prin. Ahasta Un. HS, Box

Redlands

Lola Frances Cullen, Vice Prin. Sr. HS, 750 E. Citrus Ave

Martin H. Munz, Prin. Jr. HS, 729 Curtis

Redondo Beach

H. C. Uhls, Vice Prin. Mira Costa HS, 223 ALE E

H. B. Wallen, Vice Prin. Un. HS, 336 Paseo De La Playa

Redwood City

Vincent B. Claypool, Prin. Sequola HS

Albert J. Terremere, 915 Arlington Rd. Beedley-Paul M. Goodwin, Prin. Jt. Un. HS

Ralph E. Bauer, Prin. South Reseda Jr. HS.

18605 Erwin St. Mary M. Fawley, Vice Prin. Sequoia Jr. HS,

18605 Erwin St. Phillip F. Johnson, Vice Prin. Sequoia Jr.

HS. 18605 Erwin St. Lowell M. McGinnis, Prin. HS, 18230 Kitt-

ridge St

Anna A. Price, Vice Prin. HS, 18230 Kittridge Willard Robinson, Vice Prin. HS, 18230

Kittridge St. Rialto-John H. Milor, Elem. Supt. & Prin.

Jr. HS, 324 N. Palm St.

Richmond

John D. Andes, Dir. of Instr., City Schs., 1108 Bissell Ave.

George V. Cooley, Prin. Longfellow Jr. HS, 684 34th St.

Darrol Davis, Prin. Gompers HS, 425 36th St. David C. Gray, Prin. Richmond Un. HS, 23rd & Tulare Sts.

H. L. Hunn, Prin. Harry Ells Jr. HS, 33rd & MacDonald Sts.

Lois G. McMahon, Curric. Coord., City Schs., 1108 Bissell Ave.

Edith Teese, Vice Prin. Walter Helms Jr. HS, 639 28th St.

Madeline Whittlesey, Dean, Granada Jr. HS, State Ave. & S. 45th St.

Rio Linda-C. M. Tatum, Prin. Jr. HS, 12th & G Sts.

Riverside

Herman A. Gruhn, Prin. University Heights Jr. HS. 2060 8th St.

Ray W. Johnson, Supt. of Schs., Co. Annex Eleanor Pfau, Librn., Riverside City Schs., 3954 12th St.

Harold Walker, Prin. Chemawa Jr. HS, 8830 Magnolia Ave.

Rosemead-Jack W. Salyers, Jr., Prin. HS. 9063 Mission Dr.

Roseville-Gordon N. Arlett, Dist. Supt. & Prin. Jt. Un. HS Sacramento

A. D. Abbott, Prin, El Camino HS, 4424 Hazelwood Ave.

H. Spence Amick, Prin. Kit Carson Jr. HS. 1324 54th St

Robert P. Binns, Vice Prin. El Camino HS. 3112 El Camino Ave.

Bert Chappell, Prin. Peter Lassen Jr. HS. 5022 58th St.

Ruth H. De Polo, Prin. Josquin Miller Jr. HS, 1861 8th Ave.

Loren B. Egeberg, Prin, Stanford Jr. HS. 861 41st St.

Herbert D. Gwinn, Consult. Sec. Educ., State Dept. of Educ., 721 Capitol Ave.

Adin D. Henderson, Prin. Lincoln Jr. HS. 1841 Markham Way

Donald E. Kitch, Chief Supplementary Educ. Services, State Dept. of Educ., 721 Capitol Ave.

Frank B. Lindsay, Chief, Bureau of Sec. Educ., State Dept. of Educ., 721 Capitol

Robert P. Lockhart, Vice Prin. James Marshall HS, 1600 Pennsylvania Ave.

Paul S. Lomax, Bureau of Business Educ., State Dept. of Educ.

Frances A. Milnes, Vice Prin. McClatchy Sr. HS, 3066 Freeport Blvd.

Ulric V. Morley, Prin. HS, 4040 Colonial Way Malcolm P. Murphy, 1735 11th Ave.

M. E. Mushlitz, Consult. Sec. Educ., State Dept. of Educ., 721 Capitol Ave.

S. A. Pepper, Prin. C. K. McClatchy Sr. HS, 3066 Freeport Blvd.

George L. Roehr, Consult. State Dept. of Educ., 721 Capitol Ave.

W. Earl Sams, Consuit. Sec. Educ., State Dept. of Educ., 721 Capitol Ave. Wesley E. Scott, Prin. Del Paso Jr. HS, 78

Taylor Way Marie T. Stebbins, Vice Prin. Sr. HS. 8400 T

St. James A. Stivers, Vice Prin. C. K. McClatchy Sr. HS, 3066 Freeport Blvd.

Salinas

Minnie R. Drewes, 141 Grove St.

Stuart Dufour, Pres. Hartnell Coll.

Cal McKnelly, Prin. Jr. HS, 1155 E. Alisal St.

Stanley J. Milford, Prin. HS, 726 S. Main St. R. Conway Spitler, Asst. Prin. Salinas Union HS, 726 S. Main St.

San Anselmo-Harold Allison, Prin. Sir Francis Drake HS, 1327 Sir Francis Drake Blvd.

San Bernardino

Joyce R. Cozzo, Prin. Golden Valley Jr. HS. 3800 Waterman Ave.

Elizabeth Dimock, Vice Prin. HS, 18th & E Sts.

Elsie Gibbs, Dir. Sec. Educ., City Schs., 799 F St.

Glenn F. Nolan, Dean, Fremont Jr. HS, 3173 Kerry St.

Lucille Patton, Dean of Girls, Fremont Jr.

HS, 3173 Kerry St. Edward V. Ryan, Vice Prin. Pacific HS, 1020 Pacific Ave.

Robert L. Sandberg, Prin. Sturges Jr. HS, 8th & E Sts.

San Bruno-Janice Robison, Dean, Capuchino HS, 900 Hacienda

San Diego

Lois M. Agnew, Vice Prin. Lincoln HS, 3424 Albert St Earl P. Andreen, Prin. Roosevelt Jr. HS, 3366

Park Blvd

Henry H. Batchelder, Prin. Roosevelt Jr. HS. 3366 Park Blvd. awrence W. Carr, Jr., Prin. HS, 3623

Lawrence Warner St.

Robert F. Heilbron, Prin. Point Loma HS. 2335 Chatsworth Blvd.

Mary R. Mauli, Prin. Mission Bay HS, 2475 Grand Ave. Louis E. Plummer, 3344 Whittier, Honorary Life Member

San Pernando

Malcolm MacDonald. Prin. HS. 11133 O'Melveny Ave

Barbara Morris. Vice Prin. HS. 11133 O'Melveny Ave

Jean F. Rhodenbaugh, Vice Prin. Jr. HS, 130 N. Brand Blvd

Edward G. Thompson, Vice Prin. Jr. HS, 130 N. Brand Blvd.

Adelaide Williams, Prin. Jr. HS, 130 N. Brand Blvd

San Prancisco

Henry Barsotti, Prin. James Lick Jr. HS. Noe & 25th Sts.

Carl E. Bash, Prin. Presidio Jr. HS, 30th Ave. & Geary Blvd. Brother Maurice W.

Miller, SM. Prin. Riordan HS, 175 Phelan Ave. George A. Brown, Prin. James Denman Jr.

HS, Otsego & Delano Aves Ward B. Carr, Hdm. Acad. of San Francisco,

2214 Fillmore St. Laurence M. Childers, Prin. Francisco Jr.

HS, 2190 Powell St. Frank Conklin, Prin. Cont. HS, 1950 Mission

James Dierke, Asst. Supt. of Schs., 135 Van

Ness Ave. Will M. Fawcett, Prin. Herbert Hoover Jr.

HS, Santiago St. & 12th Ave. Kemp Frederick, Prin. Mission HS, 18th

& Dolores Sts. William Galant, Prin. Portola Jr. HS, 350 Girard St.

Charles A. Gerstbacher, Prin. A. P. Giannini Jr. HS, Ortega St. & 39th Ave.

Edward Griffin, Prof. of Educ., Univ. of San Francisco, Fulton & Cole Sts.

James J. Hamrock, Prin. Burbank Jr. HS. 110 Bartlett St. Lavone A. Hanna, San Francisco State Coll.,

1600 Holloway Ave. J. B. Hill, Prin. Abraham Lincoln HS, 24th

Ave. & Rivera St.

Paul S. Hungerford, Prin. Horace Mann Jr. HS, 23rd & Valencia

L. Kelly, Prin. Roosevelt Jr. HS. 450 Arguello Blvd.

Ralph H. Lehman, Prin. Balboa HS. Onondaga & Cayuga Aves.

J. Paul Leonard, Pres. San Francisco State Coll., 1600 Holloway St.

Watt A. Long, Prin. Aptos Jr. HS, Aptos Ave. & Upland Dr.

C. R. Moore, 6110-USAF-Hospital, APO James Morena, Prin. Galileo HS, Francisco St. & Van Ness Ave

George J. Moscone, Prin. Marina Jr HS Fillmore & Bay Sts.

Walter S. Nolan, Prin, Everett Jr. HS. & Church St. Joseph Oricello, Prin. O'Connell Voc. Evening

HS. 21st & Harrison Sts. Jasper A. Perino, Prin. Lowell HS, Hayes &

Masonic Aves. Melvin Peterson, Prin. Poly, HS, Frederick & Arguello

Edward H. Redford, Asst. Supt. San Francisco Unif. Sch. Dist., 135 Van Ness Ave Julian S. Reinhertz, Prin. Benjamin Frankla

Jr. HS, Scott & Geary Sts.
Otto I. Schmaelzle, Prin. George Washington HS, 32nd Ave. & Anza St

Sister M. Eulalia, Prin, Ecole Notre Dame Des Victoires, 659 Pine St.

Sister M. Grace, Prin. Mercy HS, 3250 19th Ave.

Sister Mary Ann Regina, BVM, Prin. St Paul's HS, 323 29th St.

Sister Mary Annetta, Dean, Presentation HS 281 Masonic Ave.

Dale A. Walfron, Prin. O'Connell Voc. HS. 21st & Harrison Sts. F. T. Wilhelms, Chm. Div. of Educ. & Psy

San Francisco State Coll., 50 Hazelwood Ave.

Morris Williams, Coord, of Sec. Educ., San Francisco Unif. Schs., 135 Van Ness Ave.

San Gabriel Helen E. Hanson, Vice Prin. HS, 541 N. San Marino

Arthur H. Kruger, Prin. San Gabriel HS, 80 Ramona

San Jose

Jack L. Anderson, Prin. Tech. HS, 1991 Kingman

James E. Curtis, Prof. of Educ., San Jose State Coll. Louis J. Harbor. Prin. Andrew Hill HS, 3

Cedar Lane

Phoebe E. Mitchell, Vice Prin. Woodrow Wilson Jr. HS, 701 Vine St. Esther A. Scott, Vice Prin, Edwin Markham Jr. HS, 2501 Cottle Ave.

San Leandro

Lawrence W. Reinecke, Curric. Dir. Alameda Co. Schs., 16308 Foothill Blvd. Charles W. Shepherd, Box 342

San Lorenzo

Carl Bourne, Dean of Boys, Arroyo HS, 1570

Lorenzo Ave. Robert C. Bush, Prin. Arroyo HS, Grant & Lorenzo Aves.

Nels Nelson, Prin. HS, 725 Lewelling Blvd. Paul M. E. Whitmore, Prin, Arroyo HS, 1570 Lorenzo Ave.

San Luis Obispo

Myer L. Crumb, Curric. Coord., San Lus Obispo Co. Office, Rm. 102, Courthouse Frank C. Holt, Prin. Sr. HS

G. Gilbert Rogers, Curric. Coord., San Luis Obispo Co. Office, Rm. 102, Courthouse

San Marino

Walter Dingus, Prin. HS, 2701 Huntington

George McNeish, Prin. Woodrow Wilson Jr. HS, 1360 Vandyke Rd.

San Pedro

Arthur N. Farnham, Prin. HS, 1001 W. 15th

Glenn A. Miller, Vice Prin. HS, 1001 W. 15th

William H. Morehouse, Prin. Dana Jr. HS, 1501 Cabrillo Ave. Helen Rose, Vice Prin. Dana Jr. HS, 1501

Cabrillo Ave. Mary M. Turner, Vice Prin. HS, 1001 W. 15th St.

San Bafael

Max M. Appleby, Asst. Supt. of Schs., 215 Mission Ave.

E. M. Hinton, Box 221

Santa Ana

Robert S. Farrar, Prin. Sr. HS, 520 W. Walnut St.

Richard L. Foster, Asst. Supt. of Schs., 1415 French St.

Milton R. Sanden, Dir. Sec. Educ., 1005 N. Concord St.

Santa Barbara

Francis L. Bacon, 935 Las Alturas Rd., Honorary Life Member

Charlotte D. Elmott, Asst. Supt. of Schs., 48 Canyon Acres Dr.

Fred J. Greenough, Admin. Asst., Santa Barbara Co. Schs., Court House Claud H. Hardesty, Prin. La Cumbre Jr. HS,

2255 Modoc Rd.

Caivin H. Reynolds, Vice Prin. Jr. HS, 3060 Lucinda Lane

Sister Mary St. Matthew, Prin. Catholic HS, 33 E. Micheltorena St.

R. E. Welling, Prin. Jr. HS, 721 E. Cota St. Santa Cruz

Frank B. Cordrey, Prin. Branciforte Jr. HS. 319 Rigg St.

L. T. Sims, Prin. HS, Walnut Ave. & Calif. St.

Santa Fe Springs-Emmett E. Larson, Prin., HS, 10400 Orr Day Rd.

Santa Monica

Alton Z. Bloom, Dean of Boys, Lincoln Jr. HS, 15th St. & California Ave.

George K. Drake, Prin. Lincoln Jr. HS, 15th St. & California Ave. Ewing Konold, Prin. Sr. HS, 7th St. &

Pico Blvd.

Mildred C. Wilbar, Dir. of Guid., HS, 601 Pico Blvd. Santa Paula

Max L. Forney, Dist. Supt. & Prin. Un. HS, 14 McKeneth St.

Henry J. Hill, Vice Prin, Un. HS, 111 Ojai Rd., Rt. 2

Sebastopol-Laurence Duffield, Prin. Analy Un. HS, 154 Analy Ave.

Sierra Madre-Gloria Heyes, Asst. Prin. Wilson Jr. HS, 145 E. Grandview

Simi-John S. Gardiner, Prin. Simi Valley HS, Rt. 1, Box V-55

Sonoma John L. Glasse, Prin. & Dist Supt. Sonoma Valley Un. HS, Box 66

South Gate

Paul S. Chance, Vice Prin. Jr. HS, 8926 San Vincente Ave.

T. M. Joyner, Prin. HS, 3351 Firestone Blvd. Helen Y. Luke, Vice Prin. HS, 3351 Firestone Blvd.

Raymond F. Reardon, Prin. Jr. HS, 8926 San Vincente Ave.

Margaret H. Winters, Vice Prin. Jr. HS, 8926 San Vincente Ave

South Pasadena-William L. Ullom, Prin. Jr. HS, 2001 Le Droit Dr.

Stanford

Robert N. Bush, Prof. of Educ., Stanford Univ.

Ralph W. Tyler, Dir. Center for Advanced Study in Behavioral Sciences, Inc., 202 Junipero Serra

Stockton

Carl O. Baker, Prin. Edison Jr. HS, 1425 S. Center St

Arthur G. Becker, Prin. A. A. Stagg HS, 2706 W. Euclid Ave.

Elwyn G. Gallagher, Prin. Franklin HS, 1531 West Willow

Xavier J. Harris, OFM, Prin. St. Mary's HS, 5648 N. El Dorado

Gertrude H. Miller, Libra., Central Library, 324 N. San Joaquin St.

Maureen Moore, Prin. Fremont Jr. H. Stockton Unif. Schs., 324 N. San Joaquin Fremont Jr. HS. Emil Sikora, Prin. Schneider Voc. Sch., 1144 E. Channel St.

Edwin W. Wager, Prin. Webster Jr. HS, 2725 Michigan

Strathmore—Gordon L. Axford, Prin. & Dist. Supt. Un. HS

Sun Valley

Richard E. Cosgrove, Vice Prin. Jr. HS, 7330 Bakman Ave.

Robert H. Lewis, Prin. Jr. HS, 7330 Bakman Ave. Elda McCann, Vice Prin. Jr. HS, 7330

Bakman Ave. Susanville - Clinton B. Nielson, Prin. Lassen

Un. HS Taft-Claire W. Jobe, Prin. Un. HS

Tehachapi Thomas J. Feeney, Dist. Supt. & Prin. Tehachapi Valley Un. HS, Box 107 Templeton—Edmond B. Bullard, Dist. Supt.

& Prin. Templeton Un. HS, Box 148
Tollhouse—Leland T. Cook, Prin. & Dist.
Supt. Sierra Jt. Un. HS

Tomales-Leslie Meyer, Prin. & Dist. Supt.

Jt. Un. HS

Torrance Carl R. Ahee, Vice Prin. North HS, 18819 Yukon St.

Lloyd E. Cox, 2657 Grand Summit Rd.

Dale M. Harter, Prin. North HS, 3433 W. 226th St.

Asst. Prin. HS, 2427 Leonard Lifton, Gramercy Ave.

Tracy

Verlin Burchard, Prin. Un. HS, 315 E, 11th

W. W. Crow, Dist. Supt. Un. HS, 315 E. 11th

Trona-Clair E. Franklin, Prin. Jr.-Sr. HS, Box 307

Taisage

P A B rent V . Prin Verlug: Hills H's to Plan w A

W . A S. Prin Verdugo Hills HS to Par w Ave

R . . W I . V Prin Verdugo Hills Harris Marie San As the let V. & Prin Verdugo

Maria C. F. D. Sell, Vice Pro Twenty sine Palms Thesiers M Haves.

1" * 115 B-x 53

W A. Creesall, Dist. Supt & Prin Un HS W O Mer. 17, Ant Supt Un HS Spland M. Bellan G J ner Hex 206, Mon-

orary Life Member

Walletin.

John P. R. See Educ Unif Sch Transfer Den Den anin Franklin Jr

188, 501 Start A ...

Guadalupe

Allan is seen Pern. Marano Guadalupe Vallejo Jr. et 30 An de St Warren L. Max 19 n Sr. HS 250 Idaho St Raymond T. M. Call. Vice Prin. HS, 840 N. A. S. R. et al. N. et al. Vice Prin. Benjamin Vice Prin HS, 540

R to a l. N. t. is n. Vice Prin. Benjamin. Frank v. Jr. 118 v. 60 Valle V. sta

A- - Satter e Vice Prin Hogan Jr HS, we How all Ave

Alfr to S gier Prin Dr Hogan Jr HS, 316 Wa z + 410

State M Beatrynd OP Prin St Vincent's Hs (3) Florida St

Van Mure

John P. Comerford, Vice Prin. HS. 1888 Cedros Ave

Dra M Kirby Vice Prin. HS. 1888 Cedros

Priscilla Lehmann, Vice Prin, Birmingham HB. 4451 Balbon Blvd

Gilbert A. Lewis, Vice Prin. HS, 6451 Balbon Blvd

Asnah L. McGuffin, Vice Prin. Jr. HS, 5433 Vesper Ave.

Norman Schacter, Vice Prin, Fulton Jr. HS, 7677 Kester Ave. Bryce Scharz

Prin. Birmingham HS, 6451 Balbon Bir 1

Ben P Wetzel, Prin. Pulton Jr. HS, 7451 Kester Ass

Brooks E. Williams, Vice Prin. Birmingham HB. 6451 Balboa Blvd

Ventura

H. Eckert Clopper, Aast. Prin. Anacapa Jr. HS 100 S. Mills Rd.

Frank Guilck, Asst. Supt Un HS, 295 S. Areade Dr. Richard H. J.

Johnson, Asst, Prin. Cabrillo Jr. HS. 1393 E. Meta St.

William D. McKinney, Asst. Prin. Sr. HS.

2155 E Main St Paul Morgan, Aast. Prin. Cabrillo Jr. HS, 1890 Terrace Dr

Charles E Neuman, Asst. Supt. Ventura Co. Schs, Educ Bldg, Court House

James H Pendleton, Prin. Anacapa Jr. HS. 100 S. Mills Rd. Wayne A. Simpson, Prin. Sr. HS. 2155 E.

Main St.

R. Jack Totherob, Dir of Research, Venty Co. Scha, Educ. Bldg., Court House Victorville

Keith Gunn, Prin. Victor Valley Sr. 10 Fred Hunter, Prin. Victor Valley Jr. to

Stow 474

Tinatia.

Robert D Morgans, Prin. Mt. Whitney E 900 S. Conyer

Remoid A. Peterson, Prin. Redwood M. 1901 W. Main St.

Bob Rothschild, Currie, Coord, Tulare Scha.

Vista-Robert J. Kidder, 872 Eucalyptus A-Walnut Greek-Leland S. Russell, Prin. L. Lomas HS, 1460 S. Main St.

Wasco-C. Y. Green, Jr., Prin. Un. HS, B:

Watsonville

Ernest E. Crook, Prin. HS, Third St Kenneth S. McCombs, Vice Prin. HS, Th

West Covins-Robert J. Schilling, Pri Puente Un. HS, 1332 Herring Ave. West Sacramento-Lewis F.

Mann, James Marshall HS, 1100 Clarendon St. Westminister-Dorothy Heilman, Asst. Pre-Centennial Sr. HS, 13921 Jasperson Way Whittier

Arthur T Hobson, Prin, California HS, I Ocean View

Dana S. Winters, Prin. HS, 610 W. Ph., delphia St

Wilmington

Thelma Barnes, Prin. Jr. HS. 1700 N. G.

Clarice Brown, Vice Prin, Banning HS. 151 Avalon Blvd.

Robert L Burt, Vice Prin. Banning HS, 151

Avalon Blvd. Bernard J. Donahue, Vice Prin. Banning Hi

1500 Avalon Blvd. John G. Fox, Jr., Vice Prin. Jr. HS, 1700

Gulf Ave. Eloene La Fetra (Mrs.), Vice Prin. Jr. Hi

1700 N. Gulf Ave. Norman B. McLeod, Prin. Banning HS. 131

N. Avalon Blvd. Leon Sklar, Vice Prin. Jr. HS, 1700 N. Gul

Ave. Yreka-Keneth G. Young, Sec. Sch. Consul

Siskiyou Co. Schs.

Yuba City-Clarence A. Summy, Dist. Sur & Prin. Un. HS

COLOBADO

Ault-R. Edgar Gieck, Prin. HS, Box 81 Aurora-George F. Barrows, Prin. HS. 112 & Newark Sts.

Boulder

A. Butler, Prin. Baseline Jr. HS, 20th Baseline Sts.

Tom H. Cameron, Prin. Casey Jr. HS R. Jerry Cantlon, Prin. Fairview Jr. HS. University

H. R. Douglass, Dir. Coll. of Educ., Univ. 6 Colorado

W. L. Greer, Prin. HS

1 .cox R. Gullette, School District, 18th & Walnut Sta

Stephen A. Romine Dir Bur. Educ. Re-search & Service University of Colorado, Heliems 111W

Plater Mary St. Eugene, Prin. Mt. St. Gertrude Acad, 845 10th St

Bright a

Robert L. Robinson, Prin. HS

Otho E. Stuart, Prin. Jr. HS, 384 S. Third Ave

W L. Vikan, Supt. of Schs

Camen City

Frank M. Hickey, Prin. HS

William Thompson (Rev.), Hdm. The Abbey

Carbondale-Lowell Elisha, Supt. of Schs., Box 188

Control City-Raiph K. Calabrese, Prin. Gilpin Co. HS

Climax-Ever Cosseboom, Jr., Prin. Max Schott HS, Box 758

Colorado Springs

M. J. Henley, Prin. North Jr. H8, 8007 W. Bt. Vrain

Renneth L. Hinshaw, Asst. Prin. North Jr. HS. 3007 W. St. Vrain

Lester R. Howard, Prin. South Jr. HS

Lowell J Mad Prin West Jr NS, 19th St. A Pikes Peak Ave. W. H. Preston, Prin. HS

Sister Mary Charleen, Prin. St. Mary's HS, 14 W. Bijou St.

Har ld H Threlkeld, Dir. Sec. Educ., City S. 1.4

George R Tovado, Prin. Harrison HS, Rt. 1, Box 68

James A. Weir, Prin. Cheyenne Mt. HS, 1200 Cheyenne Blvd

Cortez-Dale M. Wood, Prin. Montezuma HS

Donald L. Davis, Prin, Moffat Co. HS, 820 Breeze St

Stanley F. Janowski, Prin. Jr. HS, 674 Breeze

Delta-Carl A. Porath, Jr., Prin. HS, 8th & Grand Sts.

Denver

Ruth H. Anderson, Prin. Gove Jr. HS, E. 14th Ave. & Colorado Blvd.

William Anderson, 1479 S. Clayton St. Carl E. Bardwell, 1867 S. Gilpin St.

David S. Brainerd, E. 32nd Ave. & Humboldt SL

James R. Eatough, SJ, Prin. Regis Coll. HS, W 50th St & Lowell Blvd.

Wymond J. Ehrenkrook, Prin. East HS, 1178 S. Race St.

Mary Louise Flood, Prin. Mary Louise Flood Jr HS, 920 S. Williams St.

Carl L. Ginn, Prin. Smiley Jr. HS, 2729 W. 35th Ave.

J. Paul Gourlay, 389 Lafayette St.

Arthur M. Gruenler, Prin. Skinner Jr. HS. 650 Leyden St.

Raymond H. Hunt, 964 S. Clayton Way Howard L. Johnson, Prin. Emily Griffith Op-

portunity Sch., 12th & Welton Sts. Eugenia Kaupp, Prin. Baker Jr. HS, 1210 Holly St.

Arthur J Larsen (Lt Col) USAF Acad Lib. HILLS INS Delbert Lobb Prin Lakewood Jr HS M

655 S Decatur St Joseph M Lort Prin South HS, 993 S Uni-

versity Blvd George E Mathen, Dir Student Activities,

City Schs. 414 11tt. St William L. Miller Prin Manual Trng H8, 28th & Gupon Sts

Harry L. North-fron 1980 S. Garfield St. Albert L. Place 941 Fillmore St. James T. Reiva, Prin. Morey, Jr., 148 Ogden St

Sister Jean Fontbonne, CSJ Prin St Francis De Sales HS 235 S Sherman St Sister Rose Clare, Prin Cathedral HS, 1840

Grant St

John D. Sommer, Prin. Belmont Jr. HS, 2407 Lamar St

Clark H Stone Prin Grant Jr HS, S Washington St & Mexico Ave

Sam Waldman Prin Cole Jr HS 1221 S Fillmore St

Neil S. Willett, Prin Jefferson HS, 2550 Eaton St.

Glenn T. Wilson, Commissioner of Colorado HS Activities Assn., 1605 Pennsylvania St. Wilford H Woody, Prin West Denver HS. 1275 S. Corona St.

Alvin R Yordy 4th & Clermont Sts

Eads—Donald E. Davis, Prin. HS

Eaton—Leslie R. Leake, Prin. HS, 25 Cotton wood St.

Englewood

Dale Brooks Prin Sr HS

John Ferguson, Prin. Sinclair Jr HS, 300 W Chenango St

Donald W. Harper, Asst. Supt of Scha. 3894 S Logan St Carl P. Kusick, Prin Sheridan Un HS, Box

145 Estes Park-W Brice Evans, Prin HS

Evergreen-Eugene H. Dorr, Jr. Prin. Jr.-Sr HS

Port Collins

Wayne E Emry, Prin Lincoln Jr HS J. Ray French, Prin. HS Port Lupton-Kenneth Homyak, Prin HS, Box 494

Port Morgan-Theodore F. Rockafellow, Prin. Jr -Sr HS Praita—Olaph A. Brunsvold, Prin. HS

Glenwood Springs-Lucian H. Allen, Prin. Garfield Co. HS

Grand Junction

Clyde J Granere, Asst. Prin. HS, 830 Elm Ave.

Robert C. James, Prin HS, 1400 N 5th Ave. H. K. Marshall, Prin, Central HS, 2897 North Ave.

Grand Valley-Lawrence W. St. John, Supt. & Prin. of Schs.

Granley

Lyman B. Graybeal, Dir. Student Teaching, Colorado State Coll. of Educ.

Maurice W. Jessup, Prin. Heath Jr. HS. 2223 16th St. Pauline C. Pogue, Prin. Coll. HS, Colorado

State Coll. of Educ.

Barnard D. Ryan, Prin. Mecker Jr. HS

Wendell H. Wilson, Prin. HS Gunnison—Leslie D. Wells, Prin. Gunnison Co HS, Box 660

Holly-Lorence D. Laird, Prin. HS

Liff-George K. Funk, Supt-Prin. of Schs.

Keenesburg -- W. Eldon Wiseman, Prin. HS. Box 187

Lafayette Donald B. Solem, Prin. HS, 501 E. Cleveland St

Laird-Walter I. Norling, Prin. Yuma Co. HS Lakewood-J. M. Kyffin, 1580 Yarrow St. Lamas-Max R. Coffman, Prin. Un. HS, Box 950

Las Antmas

E. E. Bruegel, Prin. Bent Co. HS

T. H. Pickens, Supt. of Schs. Leadville—Laurence W. Thomson, Prin. Sr. HS. 127 E. 8th St.

Littleton

P. C. Nicholson, Prin. Jr. HS

Hazlett H. Wubben, Prin. HS, 5650 S. Sher-

Longmont-L. R. Hickman, Prin. HS Loretto

Sister Francis Eileen, Provincial Supvr., Loretto Heights Coll.

Sister Francis Jane, Loretto Heights Coll.

L. G. Baker, Prin. Campion Acad.

Harold Ferguson, Prin. Jr.-Sr. HS, 542 W. 4th St

Herman O. Hovde, Asst. Prin. Jr.-Sr. HS, Box 41

McClave-Albert J. Gilbert, Prin. HS, Box 1 Merino Lewis O. Awtry, Prin. HS

Monte Vista-Donald J. Hennigan, Prin. Sargent Consol. Sch.

Montrose

Walter A. Doering, Prin. Jr. HS, S. 9th and Cascade Sts.

Merle E. Lamon, Prin. HS, 525 S. Cascade St. Olathe-Robert V. Lind, Prin. HS, Box 294 Olney Springs-Carl E. L. Neumann, Supt .-Prin. Schs.

Palisade-Claude R. Hannah, Prin. HS, Box 486

Pueblo

Edwin W. Blood, Prin. Corwin Jr. HS, 640 Gaylord St.

Marvin D. Elliott, Prin. Centennial HS, 11th & Court Sts.

Robert M. Hall, Prin. Pueblo Co. HS, Rt. 1, Box 260

T. Johnson, Prin. Risley Jr. HS, 7th & La Crosse Sts.

Lyle M. Kingery, Asst. Prin. Centennial HS. 11th & Court Sts.
Sollie S. Raso, Prin. Central HS

Sister Annina, SC, Prin. Catholic HS, 330 Lake Ave.

Gentry Stewart, Prin. Freed Jr. HS, 715 W. 20th St.

Carl S. Wilkerson, Asst. Prin. Keating Jr. HS Rifle-H. F. Swenson, Prin. Un. HS

Rocky Ford-Wallace H. Strom, Prin. Jefferson Jr. HS

Steamboat Springs-Miller J. Stewart, Prin. HS, Box 266

Sterling-Robert W. Turner, Prin. HS

Telluride-George J. Cukro, Supt. of Scha. Trinidad

Sister Eleanor Marie, SC, Prin. Holy Trinity HS, 237 Church St.

Tano E. Welch, Prin. HS

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HS, 17th & Que Sts., S.E.
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Bernard F. Sewell, Asst. Dir. Evening & Summer Schs., Wormley Sch., Prospect Ave. bet. 33rd & 34th Sts., N.W. Leslie R. Simms, Asst. Prin. Douglass Jr. HS.

2817 12th St., N.E.

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Sister Helen, Libra., Trinity Coll. Sister Immaculata, Prin. Immaculate HS, 4344 Wisconsin Ave., N.W.

Sister M. Ann Francis, CSC, Prin. St. Cecilia's Acad., 601 E. Capitol St.

Sister M. Cornelia, Prin. St. Anthony's HS, Twelfth & Lawrence Sts., N.E.

Sister M. Fernando, Prin. Holy Cross Acad., 2935 Upton St., N.W.

Sister Mary Elias, Prin. Sacred Heart Acad., 1621 Park Rd., N.W. Sister Mary Janet, Commissions on Citizen-

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William B. Stinson, Prin. Browne Jr. HS, 24th St. & Benning Rd., N.E.

Arthur Storey, Prin. MacFarland Jr. HS, Iowa Ave. & Webster St., N.W.

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HS, 18th St. & Constitution Ave., N.E. Ellsworth Tompkins, Asst. Secy. for Admin., Nat. Assn. of Sec.-Sch. Prin., 1711 Massachusetts Ave., N.W.

M. Eleanor Walker, Asst. Prin. Gordon Jr. HS, 35th & T Sts., N.W

Obziene M. Walker (Mrs.), Prin. Banneker Jr. HS, Euclid St. bet. Georgia & Sherman Aves., N.W

Virgil R. Walker, Specialist in Admin. Sec. Sch. Section, Off. of Educ., U.S. Dept. of Health, Educ., & Welfare Lester T. Walter, Prin. Bell Voc. HS, Hiatt

Pl. & Lamont St., N.W. Richard F. Ware, Jr., Asst. Prin. Kelly Miller Jr. HS, 49th St. & Washington Pl.,

Bennetta B. Washington, Asst. Prin. Armstrong HS, 408 T St., N.W. Rebecca R. Weinstein, Asst. Prin. McKinley

HS, 2001 16th St., N.W., Apt. 405 Elva C. Wells (Mrs.), Prin. Roosevelt HS, 13th & Upshur Sts., N.W.

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Lynn F. Woodworth, Prin. Eastern HS, 17th & E. Capitol Sts.

Sidney H. Zevin. Asst. Prin. Paul Jr. HS, 8th & Oglethorpe Sts., N.W.

PLORIDA

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Arcadia Rufus E Jennings, Prin. De Soto Co. HS,

Box 767 H. Webb, Prin, Smith-Brown HS, 340 S. Orange Ave.

Auburndale

Howard E. Eagleson, Prin. HS

A. R. Liggett, Supv. Prin. of Area Schs., 226 N. Bartow Ave.

Avon Park .- A. B. Wilhite, Supv. Prin. of Schs.

Baker-John T. Blackshear, Prin. Escambia Farms Sch.

Vernon E. Dozier, Supv. Prin. of Area Schs.,

Paul F. Furr, Jr., Prin. Sr. HS

Leonard E. Kellman, Prin. Jr. HS. Box 446 John A. Permenter, Dir. of Instr., Polk Co. Schs., Box 391

Bell-John H. Dew, Prin. HS, Box 70 Belle Glade

Frank O. Hobson, Prin. HS

Charles M. McCurdy, Prin. Lake Shore HS. 1101 S.W. Ave. E.

Blountstown

E. Moody Eldridge, Supv. Prin. of Schs., Box 223

Enoch McK. Stanfill, Sr., Box 284

Bonifay-Victor Riddle, Prin. Bethlehem HS,

Bradenton

Paul F. Davis, Prin. Manatee Co. HS Joseph J. Rousseau, Prin. Jr. HS, Box 577 Branford-E. M. Weicherz, Prin. HS. Draw

Bristol-Chappell C. Millergren. Liberty Co. HS

Brouses

John D. Baggett, Prin. HS Willard E. Fowler, Box 7 Brooksville—Mack L. Graves, Prin. Hernand Co. HS

Campbellton-James F. Daniels, Prin. HS Carrabelle-William R. Durden, Jr., Pra HS, Box 533

Cedar Key-Sidney D. Padgett, Prin. HS Century-Lon R. Wise, Prin. HS Chiefland-James A. Parker, Prin. HS Chipley-Colly V. Willaism, Supv. Prin. d Chipley Co. HS, Box 232

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Co. Schs., 305 Haven St. Francis M. Pfost, Prin. Jr. HS, 100 N. Green

wood Ave. C. Taylor Whittier, Dir. of Instr. Bd. of Pub

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of Miami, Box 278 Samuel Ersoff, Prof. of Educ., Univ. of Miant Jack M. Prance, Prin. Ponce De Leon Jr. His

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Stewart M. Brown, Prin. Pasco Jr. HS Dania—Paige Harper, Asst. Prin. Olsen J. HS, 1301 S. E. Second Ave.

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Deland

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Co. Airport Port McCoy-Harmon E. Chesser, Prin. HS.

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Live Oak

John Allen Cade Jr., Prin Suwannee Co HS O H Rut edge Supe Prin of Schs Longwood E S Douglass Prin Lyman HS

MacClenny-W H. Milton, Prin, Baker Co.

Madison-Walter L. Bishop, Prin. HS

Malone-Reuben E. Brunson, Prin. HS

Marathon-James J. Guthrie, Prin. Sue M. Moore Sch.

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HS 6100 N. W. 2nd Ave.
Howard C. Doyle, Prin, Madison Jr. HS, 3400

N W. S7th St

William B Duncan, Prin Miami Edison Sr. HS 6101 N W Second Ave. John E Earle, Prin R. E Lee Jr. HS, 3100 N W Fifth Ave.

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Plotts, Prin. Shenandoah Jr. HS, 1950 SW 19th St

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Harold H. Rash, Prin. Kinlock Park Jr. HS, 4240 N. W. Third St.

Ida M Ratcliffe, Prin Northwestern Sr. HS, 7007 N. W. 12th Ave

Wilfred E Rice, 10927 N. E. 8th Ave.

Loran L. Sheeley, Prin. Miami Jackson HS, 1751 N. W. 36th St.

Olin C. Webb, Prin. Miami Sr. HS, 9942 N. E. 4th Ave. Rd.

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T. Christine Young, Prin. Nautilus Jr. HS, 4301 N. Michigan Ave.

Miami Springs—Richard O. Roberts, Pra Jr. HS, 150 S. Royal Poinciana Blvd.

Milton-John H. Russell, Prin. HS

Molino-Garland E. Stewart, Prin. HS

Monticello—Thomas A. Backus, Supv. Pru Jefferson Co. HS, Box 104

Moore Haven-John R. Cawthon, Supv. Priz of Schs., Box 97

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W. H. Purcell, Supv. Prin. Sr. HS

Maples - Paul P. Williams, 784 Eleventh St N New Port Richey-Tommy Gibbs, Prin. G. HS. Box 337

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Ocala

Oliver E. Daugherty, Prin. HS, 935 Oneota S. E. L. Jones, Supv. Prin. of Schs. H. Wayne Millard, Prin. Jr. HS. 8th &

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Orlando

Orville R. Davis, Prin, Edgewater HS, 310 Edgewater Dr.

James D. Dieffenwierth, Prin. Cherokee Jr HS, 550 S. Eola Dr.

M. M. Lord, Jr., Supvr., 4201 Shorecrest Dr Marvin P. Punshon, Prin, Robert E. Lee Jr

HS, Maury Rd. Charles E. Terry, Prin. Memorial Jr. HS.

Oviedo-W. H. DeShazo, Prin. HS

Pahokee-Clyde A. Canipe, Prin. HS, Box 489 Palatka-Hubert P. Robinson, Prin. Sr. HS 1907 Kate St.

Palm Beach—Donald E. W. Niemann, Hdm

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Palm Harbor-Gordon E. Young, Prin. HS Box 258

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Merritt Brown, Prin. Jinks Jr. HS, 11th State Sts.

John M. Johnston, Prin. Bay Co. HS, 1200 Harrison Ave.

Pensacola

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J. E. Hall, Prin. Blount Jr. HS, 113 N. C. St Estus G. Holly, Prin. Voc. Sch., 215 Garden St.

William R. Houck (Rev.), Prin. Catholic ES. Box 1329

Lottie Mandeville (Mrs.), Prin. Brentwood Jr. HS, Hancock Lane

James L. McCord, Prin, Pensacola HS, W. Maxwell & A Sts. Sidney W. Nelson, Prin. Brownsville Sch., Y

& De Soto Sts.

Perrine-N. L. Bethel, Box 1405

Perry-Robbins R. Woodell, Prin. Taylor Co. HS, Box 420

Plerson-Donald W. Thornton, Prin. HS. Box 486

Pinetta-James P. Clark, Jr., Prin. Jr. HS

Plant City Denton L. Cook, Supv. Prin. of Schs., Ed-

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N. Collins Donald R. Yoho, Prin. HS, Edward St. & Oak

Pompano Beach-Larry I. Walden, Jr., Prin. HS Box NN

Ponce De Leon-Willard Bush, Prin. HS Port St. Joe-Leroy Bowdoin, Prin. HS

Punta Gorda

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Donald R. Thompson, Prin. Charlotte Co. HS. Box 70

Boddick-Robert J. Nickel, Prin. HS, Box

Riviera. Beach-Howard M. Whittington, Prin. Jr. HS. Box 496

Safety Harbor-Gary B. Linton, Prin. Jr. HS, Box 207

St. Augustine-Douglas Hartley, 45 Madeora St

St. Glond-Eldridge R. Collins, 303 Indiana Ave

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Earl M. Clark, Hdm. Admiral Farragut Acad. Nathaniel O. Clark, Prin. Tomlinson Voc.

Sch., 296 Mirror Lake Dr. Fred H. Geneva, Prin. Sr. HS, 5th & 25th Sts. N.

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Charles F. Kelsay, Prin. Disston Jr. HS, 1000 51st St. S.

W. Moore, Prin. Lealman Jr. HS, 4100 36th St. N.

W. Stanley Moore, Prin. Tyrone Jr. HS, 6421 22nd Ave. N.

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John M. Sexton, Prin. Northeast HS, 5500 16th St. N.

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Eric Whitted, Adm. Asst. Northeast HS, 5500 16th St. N.

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William H. Cone, Prin. Sr. HS, S. Washington Blvd. Philip B. Glancy, 2070 Clematis St.

Sebring

George F. Douglass, Asst. Prin. HS W. A. Vincent, Supv. Prin. of Schs.

Shalimar-H. A. Bruner, Prin. Choctawhatchee HS

Sneads-Myrus R. Stokes, Prin. HS

Sopchoppy—Gleney B. Bonner, Prin. Sop-choppy Public Schools

Seath Mismi

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Starke-Beecher W. Payne, Prin. Bradford

HS. Box 633 Stuart-Ora Dell Hamilton, Libra., Stuart

Trng. Sch., 638 Church St. Sulphur Springs-Leon A. King, Prin. HS

Summerfield Leo H. Armstrong, Prin. Lake Weir HS. Rt. 1

Donald J. Kearsley, Asst. Prin. HS, Rt. 1 Tallahassee

Thomas D. Bailey, State Supt. of Pub. Instr., Capital Bldg.

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Tampa Braulio Alonso, Prin. W. Tampa Jr. HS, 3510

11th St. Bates, Prin. Memorial Jr. HS. James W.

4702 Central Ave. L. Blake (Mrs.), Asst. Prin. Howard W.

Blake HS, 1125 Spruce St. Pauline E. Bush, Prin. Wilson Jr. HS, 307 W. Amelia Ave.

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Bay Vista John L. Huggins, Prin. Oak Grove Jr. HS, 6315 N. Armenia Ave

E. E. Jeter, Prin. Franklin Jr. HS. 21st Ave. & 38th St.

Ateo P. Leto, Prin. Chamberlain HS, 9402 N. Boulevard

Orrion M. Schlichter, Asst. Prin. HS, 705 W.

Park Ave. Sister Mary Nicholas, SSND. O. L. P. H. Acad., 1706 Eleventh Ave.

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Communication (Mrs.), Bd. of Pub.

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C. S. A. D. S. S.

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ta' with Flagler Dr

P M OP Prin St Ann HS. G See See Mrs.) Super of Sec Ed.,

While Springs William B Fengle Prin HS,

William Laland W Jordan Sups Prin of - P-v

Winiauma William E George Prin HS Box

Winter Garden John N Rees, Prin Lake-. = 16.7

Winter Haven

Cyc. V merman Prin Denison Jr HS, 248 F F IN

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Winter Park

6 - -37

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Comment William Prin HS Box 475

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Elizabeth Whitehead, Libra. Fulton T.
Tchrs. Lib. 32 Central Ave., S. W.
Raymend G. Wilson, Educ, Consult, Compaging and Compaging Consult.

mission on Sec. Schs., 316 Peachtree 8 N. E.

Augusta

Harvey M. Duncan, Prin. Langford Jr. R.

Walton Way Ext.
Anton P. Markert, Prin. Richmond Acad
Daniel K. McKenzie, Prin. Tubman Jr His Bainbridge-J. W. McAllister, Prin. HS Barwick

Daniel Gardner McPherson, Prin. HS G. Mills Whitelaw, Asst. Prin. Hahira H. Baxley H. V. Williamson, Prin, Appling E. Blackshear Marvin L. Powell, Prin. ES Blairsville Charles R. Collin, Prin. Uni-Co. HS

Blakely-G. W. House, Prin. Blakely-Un

Blue Ridge-Herbert Bice, Prin. Fannin HS

Bowdon Emmett G. Wilson, Prin. HS Broxton Joe M. Studstill, Prin. HS Brunswick - James A. Warren, Prin. Acad.

Buford-William L. Bowen, Prin. Sugar H.

Butler-Aubrie B Duncan, Prin. HS Byron-L. W. Blanchard, Prin. HS Caire-B. G. Waller, Prin. HS

Camilla-Alton A. Ellis, Prin. Mitchell

Canton-Hal W. Clements, Prin. Cherokee Carnesville-Jack Ratley, Prin. Franklin Change-James F Cason, Prin. HS. Carbon de C. W. Williams, Prin. North ttsbersham HS

Claston-James H. Wells, Prin. HS L. Brookshire, Prin Cart a William

Rabus Co HS Box 96
Coroland - T Carl Buice, Prin HS
Comand - C L Brooks, Prin HS

(total 128

Bebert & Carson, Prin HS, Miller Heights & P Charleston, Prin. Curver Jr. 118, Box 411 W Cook, Prin Baker HS O E Hendley, Aast, Prin. Baker HS, 28

Engineer Dr R A Powell Asst Prin. Jordan HS

Rubard H Taliaferro, Prin. Jordan Voc. HS. 2014 13th St

C

Adam Andrews, Prin. West Crisp HS Lasco C. Parrish, Prin East Crisp HS William L. Trussell, Prin HS

Cornella- Davis Kennon, Prin, South Haber-

Crawfordville-Joseph Edwards, Prin. Alex-

ander Stephens Insti Camming-Clarence N Lambert, Prin. Forsyth Co HS, Box 146

Cuthbent

Bertha King, 810 Villa Nova St James R. Murphy, Asst. Prin. HS Claud T. Stephens, Prin. HS Decela-Victor H. Knight, Prin. HS Dahonega J. P. King, Prin. Lumpkin Co.

Damascus-Lonnie Chester, Prin. HS Davien 'lyde C. Lunsford, Prin. HS Dawson Frank Downer, Prin. Terrell Co.

Dawsonville-Herbert W. Robinson, Prin. Dawson Co. HS

Decatar Frank C. Jenkins, Secy. Commis-sion on Sec. Schs., 411 Kirk Rd.

Deater Lewis H. Griner, Prin. HS Dernn-James C. Fincher, Prin. HS Douglas Thomas H. Wall, Prin. Coffee Co.

Donglasville Ulysses Byas, Prin Hutcheson

Duluth-Leonard D. Strickland, Prin. HS Eastanolice-W. R. Moseley, Prin. Stephens Co HS

Estonton—C. F. McCollum, Prin. Putnam Co. HS. 400 S. Washington St Elberton—Charles B. Elkins, Prin. Nancy Hart Memorial Sch., Rt. 4

Payetteville-J. C. Booth, Prin. HS

Prikston

Ray James, Prin. HS

William S. Smith, Supt. Charlton Co. Schs. Porest Park-A. Leonard Clark, 179 Burks

Forsyth-James N. Mitchell, Prin. Mary Persons HS

Port Valley Ernest Anderson, Prin. HS Pranklin Don Staples, Prin. HS Gainesville

J. R. Callison, Prin. HS

John D. Garner. Prin. Chestatee HS James M. Lancaster, Prin. Lyman Hall HS, 307 W. Enota Ave.

Others R best L Told I'v. 108 Olenaville ' % Wa Pro its Oray 7 16 C and - Tro I at - 118

Grayson Tr v Tr mason Prin She was

Oreensboro R F Bucke Pric HS Grimn

D R Charles Prin 118 sprain a a filt n spating in Ha the go W. Patrick Jr. Prin Spating Jr.

Hahira A'examier B. Martin Prin, HS. Hawkinsville, r. G. J. Harrad, Prin, HS. Haselburgt, San, P. Jenes, Prin, Joff Davie

Moboken F Care Jenes Pron HS Homorville Googs M School Prin HS Jackson h ... ang Prof Hh.
Jacksonville Charles C Bagwell Prin

t marrie HS

LaGrange

Ros et C Bowers Prin Tr ap HS Winnam W Keller Prin HS & Greenwood

Lakeland W E Stene Prin Lanier Co HS Lawrenceville Bond Q Baggett Prin His Locaburg

Johnson J Jones Box 313

I. 1 Pridgeof, Prin Lee Co HS Lexington Rayu and W Stephens Prin Og's torpe Co HS

Lincolnton R A Law geton Prin HS
Lithonia W L Colombia Prin HS
Louisville C H Cofer, Prin Louisville 1 1

Ludowici J W Jackson Prin HS Lumber City Deary W English Prin HS Lumpkin Kenneth W McKinnen. Stewart Co HS

Luthersville John R Coneld Prin HS

Lyons Paul E Davis Prin HS Mayaril T Moses Prin Toomba Central HS T V Smith Teacher in HS

Macon

Clara Nell Hargrove, Prin A L Miller Jr Horace S Lasseter Prin. A L Miller Sr HS,

2241 Montpeller Ave. Albert J. Swann, Prin. Lanier Sr. HS for

Boys, Holt Ave. Wallace C. Whitley, Prin. Dudley Hughes

Voc. Sch. Madison-Marshall Williams Prin, Morgan

Manchester - Harry A Brown, Prin. HS. Box 72

Manor - Walter H Cohan Prin HS

McDonough-Eugene H. Hudson, Prin Henry Co. HS

McRae Milton A. Findley, Prin. Workmore HS. Rt. 2

Motter-Inman D. Davis, Prin. HS Milledgeville-D. F. Folger, Prof. of Educ., Georgia State Coll. for Women

Millen- C. M. Dykes, Prin. Jenkins Co. HS Montezuma-Sam Jones, Prin HS Monticello-Robert E. Bellew, Prin. HS

Morgan-Henry D. Jordon, Prin, Calhoun HS Morven-A. W. Tucker, Prin. HS

Mouli ria Iverson R. Aultman, Prin, Jr. HS Milton S. McDonald, Prin, HS Mashville-Max M. Johnson, Prin. Berrien 118

Newman

F A. Dodson, Prin. Central HS Orren P. Evans, Prin. HS Samuel F. Morris, Prin. Western HS, Rt. 5 Micholls - Robert E. Flanders, Prin. HS Richolson - A. J. Cooper, Prin. Benton HS Norcross - J.E. Richards, Prin. HS Borman Park - W. B. Mitcham, Prin. HS Ochlochnee-J. W. Leonard, Prin. HS Odum-George T. Jarrard, Prin. HS Oglethorpe-Randall H. Harrell, Prin, HS Omega—A. O. Lunsford, Prin. HS
Pavo—C. G. Wade, Prin. HS
Pearson—John W. Teel, Prin. Atkinson Co.

Pelham-G. A. Scruggs, Prin. HS Porry

Frank Holland, IIS Eric P. Staples, Prin. HS Pinchurst-Robert L. Johnson, Prin. HS Pitts—Charles D. Champion, Prin. HS Plains—Y. T. Sheffield, Prin. HS, Box 113 Portal—George E. Parker, Prin. HS Preston-Rufus H. McDuffic, Prin. Webster Co. HS

Quitman-Veazey C. McGinty, Prin. Jr. HS Rabun Gap-Morris L. Brown, Prin. HS Reidsville-Frank Taylor, Prin. HS Reynolds-Eugene H. Joiner, Prin. HS Rhine-Thomas K. Caroll, Prin. HS Richland-Marvin Perkins, Prin. HS Binggold-William A. Ware, Prin. HS. Box 432

Roberts-R. L. Sheets, Prin. Crawford Co.

Rochelle-William L. Chambers, Prin. HS Roopville-Render R. Caswell, Prin. HS Royston-Blanton Rice, Prin. HS St. George-Butler B. Whitfield, Prin. HS Sardis E M. Reynolds, Prin HS Sautee O. W. Bellamy, Prin. Nacoochee HS Savannah

George Ball, Prin. Washington Ave. Jr. HS Robert C. Beemon, Prin. HS, 138 Atlantic Circle, Kensington Park John R. English, Prin. Groves HS

Donald Gray, Prin. Groves-Com. HS Johns J. Hamilton, Prin. Richard Arnold Jr. HS. 1810 Bull St

Brainerd Hodge, Prin. Chatham Jr. HS James Sharpe, Prin. HS Thomas F Troil, Prin Upper Sch., Savannah Country Day Sch., 906 Drayton St.

Screven-John H. Calhoun, Prin. HS Senoia- Freemon W. Taylor, Prin. E. Coweta HS

Shellman-L. John Stewart, Prin. HS Social Circle—S. W. Causey, Prin. HS Sparta—Ralph H. Cooper, Prin. HS Springfield-Ross L. Rountree, Prin. Effingham Acad.

Statenville-William S. Shehan, Prin. Echols Co. HS

Statesboro-S. H. Sherman, Prin. HS Suwanee-Marion C. McDaniel, Prin. HS

Swainsboro V. E. Glenn, Prin. HS Lloyd L. Joiner, Jr., Prin. Emanuel Insti.

Sycamore-H. E. Sims, Prin. HS Sylvania-Jim H. Jordan, Prin. Screven

Talbotton-Carl A. Reynolds, Prin. Talb Co. HS

Tate—Arthur L. James, Prin. HS Temple—James R. Livingston, Prin. HS Thomaston-Kenneth J. Moore, Prin, Rob-E. Lee Insti.

Thomasville

Ethan O. Garner, Prin. HS W. J. Varner, Prin. Douglass HS, Box 918 Thomson W. Fred Blackmon, Area Supyr, State Dec

of Educ., White Oak St. Howard W. Chambers, Prin. HS

Albert C. Johnson, Prin. Jr. HS Guy Taylor, Prin. HS Tignall-Daniel New, Prin. HS Toccoa-John B. Ayers, Prin. HS Trion-R. H. Miller, Prin, HS, 39 Park A Unadilla-John W. Bennett, Prin. HS

Valdosta James L. Lomax, Prin. Lomax Jr. HS Howell C. Martin, Prin. HS Lillian Patterson, Librn., Valdosta State Co Vienna—W. F. Stone, Prin. HS Villa Rica—James Z. Morris, Prin. HS Waresboro—W. E. Gregory, Prin. HS Warner Bobins

Clarence J. Bowman, Asst. Prin. HS Ben C. Dickinson, Prin, Jr. HS, Box 475 James R. Kesler, Asst. Prin. HS Carl J. Story, Prin. Watson Sch. Fred Waters, Prin. Sr. HS. Box 475 Warrenton-Charles Rogers, Prin. Warren Co. HS

Warwick-H. M. Perry, Prin. HS Washington-Tom Boyd, Prin. HS Watkinsville-A. P. Henderson, Prin. Ocone Co. HS

Waycross-Arthur R. Walton, Prin. HS West Bainbridge—Thomas L. Maynard, Prin HS

West Point-C. M. Reeves, Prin. Hugulet Sch., Rt. 5

Winder-Hartwell Weaver Jr., Prin. Winder Barrow HS Woodbine-Thomas H. Edwards, Jr., Prin

Camden Co. HS Woodbury Irby B. Evans, State Supvr., State Bd.

Educ. Milburn N. Hopkins, Prin. Meriwether HS Wrens—E. F. Adams, Prin. HS Yatesville—N. W. Evans, Prin. HS

Zebulon-Herbert L. Strickland, Prin. Pik Co. HS

IDAKO

North Ashton-Mark R. Anderson, Prin. Fremont HS Blackfoot Karl J. Ferrin, Prin. HS Irwin T. Stoddard, Prin. Jr. HS

Bolos Joe E. Peters, 107 W. State St. L. A. Wood, Prin. HS Bahl-Ellwood Gledhill, Prin. HS Burley-Earl H. Carlson, Prin. HS Caldwell-Leonard Suchsland, Prin. HS Carey-Harry E. Wickes, Prin. HS Cascade-Ernie Knee, Supt. HS Coeur D'Alene-Harold J. Evans, Prin. Sr.

HS. 803 Hastings Caldesac-James W. Berry, Prin. HS, Box 157 Drigge-Grant L. Wilson, Prin. Teton HS Glenns Perry-Devoe C. Rickert, Prin. HS Gooding-Elmer D. Eddington, Prin. HS Grace-Homer D. Williams, Prin. & Supt. HS Grangeville-Earl T. Vopat, Prin. HS

Railey-William A. Lipscomb, Prin. HS, Box 157 Idaho Palls-Glenn M. Manion, Prin. HS.

601 S. Holmes St. Rellogg-Leslie A. Larsen, Prin. HS, 601 Main St.

Kuna-Harold K. Nielsen, Prin. HS, Box 67 Lewiston

Kenneth L. Hill, Prin. HS Clen B. Wallace, Prin. Jr. HS

Meridan-J. C. Riddlemoser, Prin. HS Mullen-Kathryn Vender Las, Prin. HS. Box 422

Wampa-Wesley H. Jacobson, Prin. West Jr. HS. 311 Fifth Ave.

New Plymouth-James Pinson, Prin. HS Parma-V. Reid Bishop, Prin. HS, Box 157 Pocatello-Robert K. Marchel, Prin. HS Preston—Reed H. Brenchley, Prin. HS
Benderg—Theron Atkinson, Librn. Ricks

Coll. Libr Roberts-Neil B. Frandsen, Prin. Jr.-Sr. HS

Rupert-Carl Huntington, Prin. Minidoka Co. HS St. Anthony-Owen D. Thornock, Prin. South

Fremont HS, 506 W. 3rd North Sandpoint-Tom Mercer, Prin. HS, Box 71 Sugar City-Rex W. Passey, Prin. HS Wallace-Wayne A. Brubacher, Supt. of Schs., Box 409

Weiser-Robert E. Neal, Prin. HS, Rt. 1

ILLINOIS

Alexis Roy A. Staggs, Prin. HS Altamont-David F. Byrne, Supt. of Schs.

Gwyndel C. Davis, Prin. Sr. HS, 2200 College Ave.

Betty D. Myers, Assoc. Dir. Monticello Prep. Sch.

Chester L. Persing, Hdm. Western Mil. Acad., 2009 Seminary Anchor—Theodore L. Abell, Prin. Octavia

HS, Box 40 Anna-Tim O'Brien, Prin, Jonesboro Comm.

Antioch-Albert L. Dittman, Supt. of Schs., 1133 S. Main St.

Arcola-Thomas M. Butler, Prin. HS, Box 746 Arlington Heights

Reuben M. Conrad, Curric, Dir., HS, 502 W. Euclid

Donald V. Grote, Prin. Jr. HS, 409 N. Evergreen

Eugene Oliver, Admin. Asst. HS, 502 W. Euclid

John W. Schaff, Bus. Mgr. HS, 502 W. Euclid Harold L. Slicehenmyer, Supt. HS, 502 W. Enclid

Ashley-Vernon J. Marr. Prin. Ashley Two.

Athens-Glen T. Byram, Supt. Athens Comm. Unit Sch.

Auburn-John S. Barger, Prin. HS Augusta-William E. Maynard, Prin. HS

Joseph R. Battaglia (Rev.), Hdm. Marmion Mil. Acad., 631 Lake St.

George F. Brock, Prin. West Sr. HS. 1201 Walnut St.

Jay L. Hunter, Prin. East HS, 56 Jackson St. Sister M. Hiltrudis, OSF, Prin. Maddonna HS. 157 N. Root St.

Aviston-Sister M. Winfried Merkle, Prin. Comm, HS

Avon-Harold M. Gambrel, Prin. HS

Barrington

John W. Gillis, Prin. Consol. HS. 329 W. Main St.

Franklin C. Thomas, Supt. of Schs., 616 W. Main St.

Bath-Walter I. Blessman, Jr., Prin. Balyki Consol. HS

Beardstown-Frank O. Miller, Prin. HS Beason-Donald L. Taylor, Prin. Comm. HS

Belleville Brother Michael C. Brangan, SM, Prin.

Cathedral HS, 200 S, Third St. Hal O. Hall, Prin. Twp. HS, 5937 Memory

Lane Sister Mary Reginald, Acad. of Notre Dame, 6401 W. Main

Belvidere-Virgil E. McAllister, Prin. HS, 520 Pearl

Bensenville Wesley A. Johnson, Supt. of Schs., 1000 W.

Lawrence F. Lareck, Prin. Blackhawk Jr. HS, 165 S. Walnut Green St.

Martin Zuckerman, Prin. Fenton HS

Bethalto-John T. Stewart, Prin. Civic Memorial HS

Bismarck-Andrew Jackson, Prin. HS

Bloomington

Philip C. Kurtz, Prin. HS, 500 E. Washington Sister Mary Manuela, Prin. Trinity HS, 106 W. Chestnut

Blue Island

Harold L. Richards, Supt. Comm. HS Sister Mary Felicita, OSM, Prin. Mother of Sorrows HS, 13811 S. Western Ave.

Bluffs-Virgil E. Coughlin, Supt. HS

Bluford-Robert M. Munday, Prin. Webber Twp. HS, Main St.

Leonardine, Mary Breese-Sister Mater Dei HS, 290 N. Cherry St.

Brownstown-Wesley Bartimus, Supt. Comm.

Brussels-Philip H. Youngberg, Supt. Comm. HS

Bushnell-George D. White, Prin. Bushnell-Prairie City HS, 806 Crafford

Cicero

Walter L. Cooper, Prin. J. Sterling Morton HS, 2423 S. Austin Blvd.

Roy C. Turnbaugh, Assoc. Prin. J. Sterling Morton HS, 2423 S. Austin Blvd.

Cisne-Carl L. Richardson, Prin. Comm. HS Clay City-Virgil D. Shafer, Prin. Comm. HS Clifton-John L. Nash, Prin. Central HS, Box 267

Clinton

Lowell M. Johnson, Supt. of Schs., 401 N. Center W.

George S. Richmond, Prin. HS, 115 Johnson Collinsville -Harold C. Sutter, Prin. HS.

1203 Vandalia St Columbia-B. D. Middleton, Supt. of Schs.

714 N. Main St. Cowden-O. Dale Alcorn, Sr., Supt. Comm.

Crete-Elmer O. Ziegler, Prin. Crete-Monee

HS. West Exchange St. Crossville-Richard S. Travis, Prin. Comm.

Crystal Lake-John W. Buckner, Prin. Comm. HS. Franklin St.

Cubs-Lawrence E. Hansberger, Supt. Fulton Co. Schs

Cullom-Orville H. Roll, Supt. Grade & HS Dahlgren-Austin W. Fisk, Supt. of Schs. Danville

E. D. Milhon, Prin. HS, Fairchild at Jackson Sister M. Agnela Merici, CSC, Prin. Schlarman HS, 2112 N. Vermilion St.

Decatur

E. Best, Prin. Lakeview HS, 1001 Brush College Rd,

J. Muffley, Prin. Roosevelt Jr. HS, 701 W. Grand

Lyle K. Musick, Prin. John Hill Jr. HS. 970 N. McClellan

Lee Pigott, Prin. HS, 400 N. Franklin St. Cocoa O. Traylor, Jr., Prin. Centennial Jr. HS, 1500 E. Condit

DeKalb-Erich O. Hoppe, Prin. HS

Delavan-Raymond L. Miller, Supt. of Schs., W. 3rd St.

Des Plaines—Harry D. Anderson, Supt. of Schs., 284 Cumberland Pkwy.

Dixon-Sheldon B. Bross, Prin. HS

Downers Grove

Clarence W. Johnson, Prin. HS Allan M. Stewart, Prin. Herrick Jr. HS, 4929 Woodward Ave.

Dundee-Arnold J. Kiburz, Jr., Prin. HS Dupo-Charles D. Faulkner, Prin. Comm. HS

Duquoin-Richard P. Hibbs, Prin. Duquoin Twp. HS, 311 E Main St.

Dwight-Warren D. Kuster, Supt. Twp. HS East Moline

Lee O. Dawson, Supt. United Twp. HS. 1420 18th St.

Claire L. McCreight, Asst. Prin. United Twp. HS, 449 16th Ave.

East Peoria-Byron R. Moore, Prin. Comm. HS, 1401 E. Washington

East St. Louis

Wirt Downing, Prin. HS, 122 Julian Ave. William N. Malinsky, Prin. Cahokia Commonfields Jr.-Sr. HS, Range & Jeron Lanes

Ross M. Miller, Prin. Lincoln HS, 1211 Box Ave

Joseph A. Morrison, 5 N. 15th St.

Leo Rothermich, Prin. Assumption R Kings Highway & St. Clair

Edinburg-Franklin Coplan, Supt. of School Edwardsville Nolan E. Correll, Prin. Comm. HS, 145 Wes

Alvin G. Dodds. Prin. Jr. HS

Elburn-John H. Johansen, Prin, HS, 4031 Pierre

Eldorado-William A. Knoop, Prin. Eldorad Twp. HS. 2101 Illinois Ave.

Elgin-Chester C. Alexander, Prin. Elgin H 353 E. Chicago St.

Elmhurst

R. Bruce Allingham, Prin. York Comm. E Alfred Friedli, Dean Elmhurst Coll. Marguerite S. Kaufman, Libra., Elmhun

Coll. Lib.

E. G. Whipple, Prin. Jr. HS Paul A. Young, Supt.-Prin. York Comm. 18 Elmwood Park-Gerald W. Smith, Supt. d Schs., 8201 W. Fullerton Ave.

Erie-P. H. Divall, Prin. Comm. HS, 10 Albany

-Kenneth D. Cable, Prin. HS, & Eureka-Maple Dr.

Evanston

Brother Jude Aloysius, Prin. St. George H 350 Sherman

Nadine I. Clark, Chm. Social Studies Deg. Evanston Twp. HS

Lloyd E. McCleary, 1935 Lake St. Lloyd S. Michael, Supt.-Prin. Evanston Tv.

HS, 1600 Dodge Ave. Sister Corlette, Prin. Maywood Sch. for Girls

2128 Ridge Ave.

John M. Stalnaker, Pres. Natl. Merit Schold ship Corporation, 1580 Sherman Ave. Albert K. Tink, 1725 Orrington Ave., Apt. 7

Evergreen Park-Marshall G. Batho, Sup Comm. HS, 10128 S. Spaulding

Fairbury-Hewey E. Tweedy, Prin. HS Pairfield-Geraldine A. Galloway, 111 No. 10th St. Life Member

Pairview-John B. Rodeffer, Prin. Vallet Sr. HS

Parmington—Russell B. Troxel, Prin. Coms HS, 590 E. Vernon St.

Pindlay-Alton F. Baker, Supt. of Scis. Box 98

Pisher-James E. McNamara, Prin. Comp

Supt. Pri Pithian-Wayne E. Koontz, Oakwood Twp HS, Rt. 2

Plora Floyd C. Smith, Prin. Flora Twp. B S. Locust St.

Porrest-Alfred H. Tomlinson, Prin. Forest Strawn-Wing HS, 350 N. Center

Franklin Park

Herschel V. Rowe, Prin. Leyden Comm. Wade A. Steel, Supt. Leyden Comm. HS, Rose

Walter D. Stille, Asst. Supt. Leyden Cons HS, 3400 Rose

Freeport Reuben A. Baumgartner, Prin. Sr. HS. W. Moseley St.

Sister Mary Agnella, Prin. Aquin HS, 1419 S. Galena Ave.

Galesburg

Vernon E. Broadhead, Prin. HS, 255 W. Losey Harry M. Grant, Prin. Churchill Jr. HS, South Broad

Arnold W. Salisbury, Supt. Comm. HS, 590

N. Prairie

Galva-Alvin E. Heck, Jr., Prin. HS, 705 N. W. 4th Ave.

Geneseo-Rex. M. Millikin, Prin. HS, 115 W. Pearl St

Geneva-Phillip S. Mitchell, Prin. Comm. HS, 1113 Peyton St.

Gibson City-Archibald J. McKinney, Prin. HS, 1105 N. Lott Gilman-Porter O. Orr, Supt. of Schs. 515 S.

Main St. Gilson-H. C. McKnown, Editor School Activities, Knox Co.

Glen Ellyn

Fred L. Biester, Supt. Glenbard Twp. HS, 670 Crescent

Joe E. Hickey, Prin. Jr. HS, 479 Anthony Good Hope—Joseph J. Beja, Prin. Northwestern HS, Good Hope Bidg.

Granite City

Paul A. Grigsby, Supt. HS. 3101 Madison St. Russell D. Johnson, Asst. Supt. of Schs. Lawrence C. McCauley, Prin. Sr. HS, 3000 Madison Ave.

Grayslake-Lawrence H. Rouse, Prin. Comm.

HS, 400 N. Lake St. Greenfield-Robert F. Eberle, Prin. Jr.-Sr.

Greenup-Maurice E. Foreman, Supt. Cumberland Schs.

Greenville-Robert M. Wheat, Prin. HS Hanover-Oval L. Haile, Supt. of Schs.

Hartsburg-Weldon E. Ryan, Supt. Hartsburg-Emden Schs.

Harvard-Wayne H. Ely, Prin. HS, Rt. 2 Hennepin-Thomas H. Leeson, Supt. Twp.

Grades & HS Renry-Kenneth C. Brumm, Prin. Henry-Senachwine Consol. HS, 311 Thomas

Highland-Sister M. Henrice, Prin. St. Paul HS. 1407 Main St.

Righland Park-A. E. Wolters, Prin. HS Hillsboro-F. Ernest Tuthill, Prin. HS, 522 E. Tremont

Hinckley-Roy Schmacher, Supt. of Schs. Hinsdale-Orvel C. West, Prin. Twp. HS, 55th & Grant Sts.

Romer-John C. Busenhart, Prin. HS

Rooperston-Jack M. Bennett, Prin. HS, 615 E. Orange St.

Huntley-Marion E. Gahan, Prin. Comm. Consol, HS

Jacksonville-John L. Conant, Prin. Turner Jr. HS, 814 W. College St.

Jerseyville O. A. Wilson, Jr., Supt. of Jersey Co. Schs. Box 229 Joliet

Hugh S. Bonar, Supt.-Prin. Twp. HS & Jr. Coll., Jefferson & Eastern

James H. Cherry, Asst. Supt. Joliet Twp. HS & Jr. Coll., Jefferson & Eastern

Sister M. Adeline, OSF, Franciscan Sisters of Sacred Heart, 372 N. Broadway Clarence D. Stallman, Prin. Joliet Twp. HS,

207 E. Jefferson

Shane D. Tahney (Rev.), Prin. Joliet Catholic HS. 29 N. Broadway

Kankakee

Walter W. Knecht, Prin. Sr. HS, 666 S. Main Sister St. Irene, Prin. St. Joseph Seminary 426 W. Merchant

Kewanee

Kenneth L. Miller, Prin. Wethersfield HS, 430 Willard St.

Dinsmore Wood, Prin. HS, 1201 E. Third St. Knozville-James S. Spencer, Prin. Jr.-Sr. HS

La Grange George S. Olsen, Supt-Prin. Lyons Twp. HS & Jr. Coll., Brainard & Cossitt

La Rose Gust Ferri, Prin. Comm. HS La Salle-Francis H. Dolan, Supt. La Salle-Peru Twp. HS, Fifth & Chartres Sts.

Lafayette-Leland E. Davis, Supt. of Schs.

Lake Forest

Raymond Moore, Supt. HS, 1285 N. McKinley Mother Helen Condon, Prin. Convent of the Sacred Heart, 700 Westleigh Rd.

Lake Zurich—Herbert L. Wesner, Prin. Ela-Vernon HS, 474 N. Old Rand Rd.

Lanark-Elwyn Graham, Supt. of Schs. Dollahan, Prin. Lawrenceville-Hugh A. Twp. HS, 1806 W. State Leland—Donald H. Van Ormer, Prin. Comm.

Lemont-Edward O. Bossert, Supt. of Schs. 800 Porter St.

Lena-Emmert A. Gassman, Prin. HS, Box 377 Leroy-John P. Reakes, Prin. HS, 609 N. Barnett

Libertyville

Donald G. Elbert, Prin. Libertyville-Fremont Consol, HS

Carl Fort, Supt. Libertyville-Fremont HS. 455 Prairie

Lincoln-George Kriviskey, Prin. Comm. HS, 230 Eighth St.

Lockport

William H. Blatnik, Supt. HS, 141 Jefferson

J. L. Pence, Prin. Twp. HS

Lombard-C. Robert Chelseth, Prin. Jr. HS, 3 Lincoln Ct.

Lostant-Elmer J. Graber, Supt. Comm. HS Mackinaw-Leslie H. Elam, Prin. Deer Creek

-Mackinaw HS Macon-Paul Ross, Supt.-Prin. Comm. HS Madison-Fred A. Riddle, Prin. Sr. HS, 1026

Iowa St. Malta-Harold Graham, Prin. Malta Twp. HS

Marseilles

Clyde Crawshaw, Supt. of Schs., 448 N. Bluff Ivan C. Hall, Prin. HS, 912 Best St.

Marshall-Earl J. Harrington, Prin. HS, N. Sixth St.

Martinsville-James Peerman, Prin. HS, 117 N. Randall St.

Mason City-Wilford A. Sanders, Supt. of Schs.

Matton-Herbert A. Clawson, Prin. Comm. HS. 2521 Walnut St.

Maywood-Le Roy J. Knoeppel, Supt. Proviso Twp. HS. First Ave. & Madison

McNabb-Charles A. Hempstead, Prin. Magnolia-Swaney HS

Media-Carl W. Shelton, Prin. HS

Melvin-Kenneth W. Allen, Supt. Melvin-Sibley HS

Mendota-J. W. Price, Prin. HS Metropolis Maurice P. Clark, Prin. Comm. HS. Tenth & Catherine Sts

Midlothian-Theodore R. Birkhead, Supt. Bremen Comm. HS, 15826 Kariov Mineral—Fred V. Peter, Supt. Comm. Consol.

Minooka-Rex A. Siron, Prin, Comm. HS Maline

Lamont W. Hultgren, Prin, Sr. HS Stanley S. Smith, Prin. Calvin Coolidge Jr. HS, 3430 23rd Ave.

Walter D. Welch, Prin. John Deere Jr. HS. 2035 11th St.

Momence-Charles K. Jenkins, Prin, HS

Monmouth

Paul M. Crafton, Supt. of Schs., Box 517 Joseph D. Dixson, Prin. HS, 513 N. Ninth St. Mooseheart-Dale C. Smith, Prin. HS

Morris-Daie S. Steffen, Prin, Comm. Union St.

Morrison-E. S. Simmonds, Prin. Comm. HS, 643 Genesee Ave.

Morton-Robert J. Carper, Prin. HS, 301 W. Pershing

Mounds-Clarence E. Pierce, Prin. Mounds Twp. HS

Mt. Auburn-Waldo R. Kingen, Supt.-Prin,

Mt. Carroll-Maurice J. Siebert, Supt. of Schs. S. Main St.

Mt. Vernou-Arthur Milward, Prin. Twp. HS, 423 Johnson St

Moweaqua-M. J. Corby, Supt. of Schs.

Murphysboro - Theodore C. Shoberg, Pr Murphysboro Twp. HS, 1841 Walnut St. Prin. Maperville

Raiph E. Beebe, Supt. of Schs. 104 N. Julian 8t

Robert Van Adestine, Prin. Comm. HS, W. Aurora Ave.

Nauvoo-Eugene L. Ihrig, Prin. HS Neoga-Louis K. Voris, Supt. of Schs.

New Athens-B. W. Hunsaker, Supt. of Schs. New Holland-Mac C. Waldrip, Prin. Comm.

New Lenox-A. Hunter Chapman, Prin. Lincoin-Way Comm. HS, 114 Elm St.

Niantic-Joseph B. Johnson, Prin. Niantic-Harristown HS

Mormal

Raymond E. Caton, Prin. Comm. HS, 609 Normal Ave.

Chris A. De Young, Dept. Hd., Illinois State Normal Univ.

Harry D. Lovelass, Prin. University HS, 27 Broadway Pl.

Norris City-Raymond D. De Jarnett, Prin.

North Chicago

Lester John Harman, Prin. Comm. HS T 17th St.

William E. Herbster, Supt. Comm. HS Argonne Dr.

Northbrook

Wesley G. Bovinet, Asst. Supt. Glenbrook 2300 Shermer Norman E. Watson, Supt. of Schs. 3

Shermer Rd. Oak Lawn-B. E. Wetzel, Asst. Supt Schs., 94th St. & Southwest Highway

Oak Park

Russell J. Fuog, Asst. Prin. Oak Park River Forest HS

John E. O'Connell (Rev.), Prin. Fenwick 505 Washington Blvd

Eugene Youngert, Supt.-Prin. Oak Part River Forest HS, 144 N. Elmwood Oblong-Harry E. Prather, Prin.

Twp. HS, 107 E. Wisconsin O'Fallon-Charles H. Baldwin, Prin. O'Fal

Twp. HS Olney-Frank B. Godeke, Prin. East B

land HS, 1100 E. Laurel Onarga-Todd M. Frazier, Prin. Onarga I Acad.

Orland Park-William O. Fisher, Supt. 0 Sandburg HS

Macrae Shannon, Prin. Ottawa Twp. HS George R. Wiley, Asst. Prin. Ottawa Ti

Palatine -Gerald A. McElroy, Prin. Paist Twp. HS

Palestine Randall M. Highsmith, Supt. Schs.

Palmyra-Cecil H. McVey, Prin. Not western HS

Pana-Ralph J. Fehrenbacher, Prin. HS, Kitchell

Paris-Joe E. Lynch, Prin. HS Park Porest

Alban W. Coen, II, 311 Somonauk St. Robert L. Miller, Adm. Asst., Rich Twp.

Park Bidge-Clifford H. Sweat, Prin. Ab ham Lincoln Jr. HS, 200 S. Lincoln St. Paxton—Thompson Shields, Prin. HS, 248 Center

Pecatonics-Lawrence C. Gassman, Supt

Schs. Pekin-Franklin M. Peterson, Supt. Com

HS, 207 N. Ninth St. Peoria

A. Gray Adamson, Prin. Manual Trng B 1531 W. Lincoln Ave. Merle M. Kauffman, Dir. of Curric., Adm

Bidg., 3202 N. Wisconsin Ave. Fred C. McDavid, Supt. Richwood Com

HS, 6301 N. University L. D. Murray, Supt. Limeston Comm. Rt. 3

Sister M. Thomasine Colbert, Prin. Acad

Our Lady, 400 N. Madison Charles R. Williams (Rev.), Prin. Spaint Insti. HS, 401 Madison Ave.

Peru-Theodore Fuertges (Rev.), Prin Bede Acad.

Plasa-Troy Southwest Meyer, Prin. Comm. HS

Pinckneyville-Roland Keene, Prin, Comm. HS 418 E. Water St

Pittsfield-Allen E. Metternich, Prin. HS. S. Madison

Palis

Willis E. Pittenger, Supt. Comm. HS, 607 E.

Mason St. Rodger N. Troxel, Prin. Comm. HS, 606 E. Colden St.

Pontise-Lucile Goodrich (Mrs.), Supt. of Livingston Co. Schs., Courthouse

Port Byron-J. Howard Quick, Prin. HS Princeton-Donald M. Prince, Prin. HS, 103 Euclid Ave.

Quincy

Roland S. Brackman, Prin. Sr. HS, 100 S. 14th St.

Sister Mary Ethelbert Dekum, Prin. Notre Dame HS, 301 N. Eighth St.

Bamsey-Delbert Zimmerman, Asst. Prin. Comm. HS

Bantoul-Lynn H. Gibbs, Prin. Rantoul Twp. HS, 2005 S. Sheldon

Reddick-Lee E. Atwater, Prin. Ruce Comm.

Riverside-George W. Brown, Supt. of Schs. Rochelle-LeRoy R. Peterson, Supt. Rochelle Twp. HS, 632 Woolf Court

Bock Falls-Forest L. Tabor, Prin. Rock Falls Twp. HS, 101 12th Ave.

Book Island

Charles O. Austin, Jr., Prin. Sr. HS

John F. O'Connor (Rev.), Prin. Allfman HS, 1103 40th St.

Sister Mary Josephine Rank, Prin. Villa De Chantal Sch.

Rockford

James E. Blue, Prin. West Sr. HS, 1940 N. Rockton, Konorary Life Member Paul S. Conklin, Supt. of Winnebago Co.

Schs., Courthouse

Glynn (Rev.), Prin. St. Thomas HS Harry W. Kroll, Asst. Prin. East HS, 2900 Charles St.

William R. McIntosh, Supt. Schs., 201 S. Madison St.

Sister Clare Ambrose, OP, Prin. Bishop Muldoon HS, Stanley & Elm Sts. James W. Welsh, Prin. East Rockford Sr. HS.

2900 Charles St.

Roseville-L. R. Schmidt, Prin. HS Rossville-Frank R. Singer, Supt. of Schs., 215 Perry St.

Round Lake-Roy J. Forehand, Supt. Comm. HS, 800 High School Dr.

Roxana-Carl R. Gregory, Prin. HS, 135 E. Tydeman

Rushville-Fred E. Shell, Prin. HS, 512 Maple Ave.

St. Anne-Rudolph V. Minton, Prin. St. Anne Comm. HS, 150 Dixie Highway

St. Charles

Thomas R. Reid, Acting Prin. HS, 1032 Elm

Sister Rita Marie, Prin. Mt. St. Mary Acad., 701 Geneva Rd.

St. Elmo-Eugene R. Keffer, Prin. Comm. HS St. Joseph—George R. Miller, Prin. HS Sandwich—Paul D. Chamness, Prin. Sandwich Twp. HS, 422 S. Wells

Savanna-Clifford G. Wilcox, Supt. Comm. HS. 317 Chicago Seneca-Gerald M. Hoben, Prin. Seneca Two.

Sesser-Ted Morgan, Prin. Goode Barren Twp. HS

Shelbyville C. R. Fegley, Prin. HS, 516 W. N. Second St.

Sidell-Wilfred J. Goreham, Prin. Jamaica Consol. HS, Box 255

Skokie

John Gach, Prin. Niles Twp. Comm. HS

Paul J. Houghton, Asst. Prin. Niles Twp. Comm. HS, Niles Ave. & Lincoln Ave. Ralph M. Johnson, Prin. Lincoln Sch., Lin-coln & Harms Aves.

Marjory R. Schwab, Asst. Prin. Niles Twp.

Comm. HS Somonauk-Everett D. Shaffer, Supt. Comm.

Sparta-Frank C. Adams, Prin. Sparta Twp. HS

Springfield

Brother Michael Groesch, Prin. St. James

Trade Sch., Rt. 1 Cary C. Byerly, First Asst. State Supt. of Pub. Instr., 302 State Off. Bldg. Mother Mary Florence Walsh, Prin. Ursuline

Acad., 1400 N. Fifth St. Earl W. Wax. Prin. Feitshans HS, 15th &

Kansas Sts.

Bruce E. Wheeler, Asst. Supt. of Schs., 301 W. Adams St.

Stanford-Robert E. Glenn, Prin. Comm. HS Staunton-Wilbur K. Bingman, Prin. HS. 200 N. Franklin St.

Sterling Roscoe Eades, Prin. Sterling Twp. HS, 608 Second Ave

Sister Mary Ellen, Prin. Newman HS, 610 Ave. B

Stillman Valley-Stanley C. Roe, Supt. of Schs.

Streator

Leo J. Martin, Admin. Asst. Streator Twp. HS, 1006 N. Bloomington

Robert L. McConnell, Prin. Streator Twp. HS. 610 N. Bloomington Sullivan-William G. Alberts, Supt. of Schs...

Powers Sch. Sycamore-Jess B. Shrout, Prin. HS. 135

Sabine St. Taylorville-Jackson M. Drake, Prin. HS, 905 Suburban

Techny

Chester Nowicki, SVD, (Rev.), Prin. St. Mary's Mission Seminary

Sister Aloysine, Prin. Holy Ghost Acad., Waukegan Rd.

M. Stephanie Flamm, Teutopolis-Sister Prin. Comm. HS

Toledo

John P. Allen, Prin. Cumberland HS Wayne Hance, Supt. of Cumberland Co. Schs.

Dale E. Hortin, Cumberland HS Toluca—Donald L. Beatty, Supt. of Schs.

Toulon-H. Burton Carlock, Prin. Toulon Twp. HS

Troy-Clarence A. Henning, Prin. McCray-Dewey HS, Dewey St.

O'T DAME.

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2507 E. Main St. Ray H. Braun, Prin. HS, 1603 S. Grove B. L. Dodds, Dean, Coll. of Educ., Gregory

Hall, Univ of Illinois

Charles C. Holt, 1107 W. Green St. Eric H. Johnson, Dir. Ill. Curric, Program, 204 Gregory Hall, Univ. of Illinois Charles W. Banford, Dean of Admissions, 2102 Race St., Univ. of Illinois

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Walnut-Stephen A. LaRusse, Prin. HS Warrensburg-Ailen H. Ligon, Prin. Warrensburg-Latham HS

Warsaw-Harry W. Spangler, Prin. HS. 435 Clark St

Washington

William R. Abernathy, Prin. HS, Bondurant

Clive R Reynolds

Watseka Robert C. Grant, Prin. HS. 138 Belmont Ave

Wankegan

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1201 N Sheridan Rd

Clarence E Prichard, Supt. Waukegan Twp. HS 1011 W Washington

Colon I. Schaibly, Admin. Asst., Waukegan Twp HS 1011 W Washington Wellington-Herbert W. Garman, Supt. of

Wenona- Cecil J. Trimble, Supt. HS West Chicago Sam D Bishop, Prin. HS West Prankfort -L. Goebel Patton, Supt. Frankfort Comm. HS, 600 E. Main St. Wostfield Paul H. Spence, Supt. of Schs. Wheaton

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200 W. Cross Winnetka

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William H. Cornog, Supt. New Trier Twp.

Wood River

Elmer E. Schwalbe, Prin. Lewis-Clark Jr.

Edson Smith, Supt. East Alton-Wood River HS, Box 76

Eldon G. Wheeler, Asst. Supt. East Ara Wood River HS

Woodhull-Donald E. Metzger, Prin Atr-

Woodstock-Aifred C. Drummond, Pa Comm. HS, 343 Putnam Ave. Wyanet—Robert M, Davis, Prin. HS Zeigler-Ianthus Krutsinger, Prin. HR 1

Maryland St.

ENDEADA

Alamo-Claude C. Cord, Prin. HS Alexandria-V. M. Evans. Prin. HS Ambia-Spencer D. Jackson, Prin. HS Anderson

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Andrews-John R. Hahn, Prin. Dallas In

Angola-F. K. McCutchan, Prin. HS Arcola—John B. Hite, Prin. Lake Twp. Argos—David R. Rohrer, Prin. HS Auburn—Lloyd W. Miller, Prin. HS Aurora—Eugene F. Gabbard, Prin. HS Bainbridge M. Ray Alishouse, Prin. HS
Batesville John H. Frushour, Prin. HS
Bedford Harmon A. Baldwin, Prin. HS
Becch Grove O. L. Van Horn, Prin. HS
Berne Claren J. Neuenschwander, Berne Twp. HS

Bippas - William Freed, Prin. Warren Tri HS

Bloomfield-Ralph W. Young, Prin. HS, RI Bloomington

Franklin G. Finch, 504 S. Highland Ave. I. Owen Foster, Assoc. Prof. of Educ., India Univ

Carl G. F. Franzen. Prof. of Sec. Edu Educ, Bldg., Indiana Univ. Otto Hughes, Prin. University HS

Christian W. Jung, Dir. Summer Session Indiana Univ.

Donald L. Simon, Prin. HS Bluffton

Lauren C. Flick, Prin. Petroleum HS, 5 S. Oak St. Frederick Franklin Park, Prin. HS

Harry L. Turner, Prin. Lancaster Central Boggstown-John D. McKinney, Prin. HS Boonville—Eugene Kifer, Prin. HS Boswell—Edgar Burnett, Prin. HS Brazil—R. James Risk, Prin. HS

Brook-Norman Tanksley, Supt. of Schs. Brookston Kenneth Norris, Prin. HS Brownstown—Hal V. Driver, Prin. HS Buffalo—Robert J. Aigner, Prin. Buffalo

Sitka HS Bunker Hill-Paul A. McPherson, Prin

Butler Leonard E. Lowe, Prin. HS

E. V. Minniear, Supt. of Schs. Walter W. Schubert, Prin. Pleasant Lake Rt. 1

Cambridge City-Lloyd D. Frazer, Lincoln HS Carlisle J. O. Smith, Prin. Carlisle Hadde

Sch. Carmel-Olin Swinney, Prin. HS Carthago-Charles L. Morris, Prin. HS Charlestown-Glen H. Robb, Prin. HS

Christin

Elmer G. Dunbar, Prin. HS Harlan A. Siegesmund, Prin. Liberty Twp. HR Rt 1

Charabusco-Woodrow W. Inks, Prin. HS Clarksburg-Oliver Tippin, Prin. HS Claypool—Dale G. Swanson, Prin. HS Cliford—John R. Moery, Prin. HS Cliaton—Richard H. Newport, Prin. HS

Coal City-William H. Reeves, Prin. Jefferson Twp HS

Columbia City

Max Gandy, Prin. HS Richard C. White, Prin. Coesse HS, 389 N. Line St.

Colombia

Judson S Erne, Prin. HS Benjamin F. Walker, Prin. Jr. HS

Connersville

Howard L. Crouse, Prin. HS Hubert G. Davis, Prin. Harrisburg HS, 901

W 22nd St Corydon-George L. Merk, Prin. Central HS Covington-Leland D. Melvin, Prin, HS Cowan-Harold Wakefield, Prin. HS

Crawfordsville

Louis C. Darst, Prin, Jr.-Sr. HS H. T. McCullough, Asst. Prin. Jr.-Sr. HS

Crown Point Ben Ervin, Prin. HS Edgar L. Miller, Prin. Merrillville HS

Gilbert Weldy, Asst. Prin. HS

Culver R. B. Benson (Col.), Dean Cuiver Mil. Acad. R. J. Ives, Jr., Prin. HS

Danville-Russell H. Rayburn, Supt. Hendricks Co. Schs.

Delphi-Noel Douglass, Prin. HS

Dillaboro Charles W. Nikels, Prin. HS Donaldson-Sister M. Loyola, Prin. Ancilla Donn ni HS

Dugger-Robert H. Gingher, Prin. Un. HS Dunkirk Thomas Thomas, Jr., Prin. HS

George Bibick, Prin. St. John's Twp. HS Fred Jones, Asst. Prin. St. John Twp. HS East Chicago

Thomas Altenderfer, Asst. Prin. Washington

Frank Cash, Prin. Washington HS Fred S. Haynes, Asst. Prin. Theodore Roose-

velt HS George W. Kendall, Asst. Prin. Washington HS

Dan Simon, Prin Theodore Roosevelt HS H E Walley, Prin. Roosevelt HS Samuel R. Wells, Prin. Eugene Field Elem.

Sch , 4240 Wegg Ave. East Gary-Claude Roos, Prin. Edison HS Edinburg-Richard Moomaw, Prin. HS

Elkhart Doyle T. French, Prin. Roosevelt Jr. HS Glenn H. Updike, Asst. Prin. HS C. P. Woodruff, Prin. HS

Elwood-M. A. Copeland, Prin. Wendell L. Willkie HS

Exampetille.

Brother Ambrose Nowak, Prin. Reitz Memorial HS

Taibert L. Buck, Dir. Sec. Educ., 200 N.W. Seventh St.

David Dudley, Prin. Benjamin Bosse HS Paul G. Forney, Asst. Prin. North HS A. L. Meadows, Prin. North HS Edward C. Niles, Asst. Prin. Lincoln HS

Lawrence A. Page, Prin. Central HS Nell V. Pierce, Prin. Francis Joseph Reitz HS Charles E. Rochelle, Prin. Lincoln HS, 635 Lincoln Ave.

Sister Mary Esther Steckler, Prin Mater Del HS

Daniel W. Snepp, Dir. Pupil Personnel, 200 N.W. Seventh St.

Pairbanks-William H. Herring, Prin. HS Parmland-Robert C. Egly, Prin. HS Pishers-Philip Halfaker, Prin. HS Polsomville—A. L. Barnett, Prin. HS Pontanet—Vyron L. Jones, Prin. HS Fort Wayne

Herbert F. Birkman, Prin. Concordia-Lutheran HS

Paul Haller, Prin. Elmhurst HS, Rt. 8 O. Dale Robertson, Prin. North Side HS R. Nelson Snider, Prin. South Side HS Paul Spuller, Prin. Central HS Portville-Emil Mills, Prin. HS Powler-Robert M. McConnell, Prin. HS J.

Carlson-Prin. Francesville-Clarence Salem Twp. HS

Prankfort

Eugene H. Alexander, Prin. Jackson Twp. HS, 551 S.E. St.

Charles W. Caress, Prin. HS

Clet J. Gary, Prin. Hanson HS, Box 591 Mac Wiesman, Prin. HS Premont-Jay L. Mertz, Prin. HS

Prench Lick Jerold W Chambers, Supt of Schs Noble S. Katter, Prin. HS Garrett-E. V. Minniear, Supt

Keyser-Butler Sch.

W M. Anderson, Asst. Prin Roosevelt HS Floyd Asher, Prin. Lew Wallace HS Russell Behn, Prin Wirt HS Paul N. Carlson, Prin. Horace Mann HS W. K. Chance, Asst. Prin. Horace Mann HS Marion B. England, Prin. Emerson HS Lee Roy Gilbert, Prin. Froebel HS Mildred Gilpin, Asst Prin. Tolleston HS John Gunning, Asst. Prin. Freebel HS Clint R. Kelley, Prin. Emerson HS Virgil Krampe, Asst Prin Lew Wallace HS James Pugh, Prin, Edison HS

H. A. Rowland, Prin. Tolleston HS Bryan A. Shaddick, Prin. Portage HS, 12900 Central Ave. Harold Strycker, Asst. Prin. Calumet Twp.

HS

Wayne F. Swihart, Prin. Calumet Twp HS, 6111 W. Ridge Rd. C. E. Swingley, Prin. Edison HS H. Theodore Tatum, Prin. Roosevelt HS

Luther E, Zehr, Prin. Ross Jr. HS, 3910 W. 47th Ave.

Oas City-Lawrence H. Meyer, Prin. Mississinewa HS, 109 North C St. Gaston-Lowell E. Cline, Prin. Harrison Twp.

HS. Rt. 1

Georgetown-Lawrence E. Moore, Prin. HS Goodland-Clarence Hall, Prin. HS

Doshen

Karl L. Massanarl, Dir. Tehra, Educ., Goshen Coli.

Thomas J Starr, Prin. HS Harris Whiteman, Prin. Jr. HS Grabill-Russell Steiner, Prin. Leo HS Greencastle

Loyd R. Hurst, Prin. Cloverdale HS, 8 S. Arlington St.

N. B. McCammon, Prin. HS, Spring Ave. Greensburg-Floyd Davis, Prin. HS Greentown-Bernard F. Dewitt, Prin. Eastern Howard HS

Greenwood-Dale F. Cook, Prin. HS Griffith-Paul Petrich, Prin. HS Grovertown-Donald J. Wahl, Prin. HS Hagerstown-W. H. Donson, Prin. HS Hammond

W. Winston Becker, Asst. Prin. Oliver P. Morton HS

F E Benson, Prin. Tech. HS Albert W. Clark, Prin. Oliver P. Morton HS, 7040 Marshall Ave.

Alfred J Junk (Rev.), Prin. Bishop Noil HS, 1519 Hoffman St.

Derwood Lockey, Prin. Washington Irving Jr. HS. 4727 Pine St.

R. B. Miller, Asst. Supt. of Schs., 5935 Hohman Ave.

Oliver Rapp, Prin. HS

R. A. Sampson, Asst. Prin. Tech. HS Hartford City-Myron L. Clark, Prin. HS Hasalton-Bill Tislow, Prin. Mt. Olymous HS. Rt. 2 Hebron - Myron C. Knauff, Prin. HS Hillsboro - Joseph Carrel, Prin. HS

Hoagland-Vincent R. Guenther, Prin. Madison-Marion HS Hobart

Harold Moody, Prin. HS Dorothy Thompson, Asst. Prin. HS Howard W. Yunker, Prin. Jr. HS

E. W. Grabbe, Prin, Lima HS, Box 158

Raymond R. Kelly, Hdm. Howe Mil. Sch. Runtingburg—E. H. Loehr, Prin. HS Huntington

Harold S. Johnson, Prin. HS

Robert L. Mertz, Prin. Huntington Twp. HS.

Indianapolis

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Richard E. Emery, Prin. Harry E. Wood HS. 501 S. Meridian St.

Joel W. Hadley, Prin. Shortridge HS, 3401 N. Meridian St.

Harry F. Hoover (Rev.), Prin. Scecina Mem. HS, 5000 Nowland Ave. William L. Howard, Prof. of Educ., Butler

Karl R. Kalp, Couns., Arsenal Tech. HS

Calvin C. Leedy, Prin. Southport HS ?. Orinoco Ave.

Justin E. Marshall, Vice Prin. George Wil ington HS, 4120 Otterbein Ave. Russell S. Merkel, Chm. Educ. Dept., Ind.

Central Coll. Alexander Moore, Vice Prin. Crispus Att.

HS, 330 Harvard Pl. Fred Murphy, Prin. Board Ripple 3 1115 E. Broad Ripple Ave.

V. Phillips, Commissioner Indiana F: School Athletic Assn., 812 Circle To Bldg.

Myrtle M. Rodden, Prin. Warren Cen-HS, 901 N. Fort Rd.

Madison T. Shadley, Prin. Ben Davis 6200 W. Morris St.

C. M. Sharp, Prin. Howe HS, 4900 Ju Ave. Sister Marie Denise, OP, Prin. St. Ag-

Academy Sister Mary Eileen, Prin. St. Mary Acade 429 E. Vermont St.

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Leon E. Thompson, 745 N. Routiers J. Harth Walsh, Dean Coll.

Butler Univ. H. H. Walter, Prin. George Washington HS, 2215 W. Washington St. Jamestown—F. E. Goodnight, Prin. Gra

ville Wells HS Jasper-Claude M. Miller, Prin. HS. 13 Jackson St.

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George R. Davis, Prin. Northwestern E Rt. 2

Oscar Farmer, Prin. HS Routs-Melvin B. Taylor, Prin. HS La Paz-W. W. Welch, Prin. HS La Porte-Harold Hargrave, Prin. HS Lafayette William E. Jackson, Prin, Sunnyside i

HS, 2500 Carson

Kenneth J. Koger, Prin. West Lafayel Jr. HS, 1123 N. 16th St. R. Mitchell, Prof. of Educ., Purd Univ.

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Lapel-Robert Forbes, Prin. HS Larwill—Paul E. Patterson, Prin. Richisto Twp. HS

Lawrence-Shyr! G Craig, Prin. Central HS. Box 6441

Lawrenceburg-H P. Harrison, Supt. Consol HS

Lebanon

Paul W. Neuman, Prin. HS

Drubelle Stephenson (Mrs.), Asst. Prin. Jr .-Sr HS

Leiters Ford-Kenneth R. Olin, Prin. Aubbeenaubbee Twp. HS

Liberty

James A. Cummins, Prin. Short HS

Clyde Lineback, Prin. Harrison Twp. Sch., 105 E. Sycamore

Linton-Clyde N. Carter, Prin. Linton-Stockton HS

Logansport-J. Harold Mertz, Prin. HS. 13th & Broadway

Lowell-Frank E. Dick, Prin. HS Lynnville-Frank F. Tucker, Prin. HS
Macy-Russell J. Minnick, Prin. Gilead-

Perry Twp. HS Madison-C. K. Salm, Prin. HS

Manilla-Gerald C. Carmony, Prin. HS

Markon Mazzie V. Bailey, 1188 W. Third St., Box

John M. Houghland, Prin. Sr. HS.

Sister M. Rosaline, SSJ, Prin. Bennett HS, 1009 Kem Road

Markle-Floyd D. Middleton, Prin. E. Union Center HS

Martinsville-Ward E. Brown, Prin. HS Mays-Floyd G. Delon, Prin. HS

Michigan City

Sister M. Elizabeth Ann, Prin, St. Mary's HS. 412 W. Tenth St.

Ara K. Smith, Prin. Elston Jr.-Sr. HS Michigantown-A. P. Nelson, Prin. HS Middlebury-George W. Moreland, Prin. HS Middletown-Willard E. Hanshaw, Prin. HS Mill Creek-John R. Dunk, Prin. HS Mishawaka-Russell R. Myers, Prin. HS

Mitchell-Lee French, Prin. HS Mongo-Hubert M. Cline, Prin. Springfield

Twp. HS

Monon-Forrest O. Martin, Prin. HS Monrovia—Paul L. Parker, Prin. HS Monticello—Cloyd M. Ryan, Prin. Monticello-Roosevelt HS

Montpelier-William Davis, Prin. HS Moorland-William B. Mullin, Prin. HS Morristown-Robert R. Norris, Prin. HS Mt. Vernon-Charles W. Hames, Prin. HS

Muncie

Loren Chastain, Prin. Central HS Clifford C. French, Prin. Eaton HS, Rt. 3 C. G. Hampton, Prin. McKinley Jr. HS M. Curtis Howd, Prin. Burris School, Ball State Teachers College

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Nappanee-James O. Weddle, Prin. HS New Albany

Delbert A. Brown, Prin. Sr. HS Milo L. Eiche, Prin. Jr. HS

New Haven-Maynard Henwood, Prin. HS Newcastle-Edgar R. Redman, Prin. HS

Noblesville

Arthur R. Duncan, Prin. Jr. HS. J. B. Stephens, Prin. HS

North Judson-John C. Hill, Prin. HS North Manchester

Don H. Arnold, Prin. Laketon HS, Rt. 2 Jason J. Smith, Prin. Chester HS

Eugene H. Stone, Prin. HS North Terre Haute-Garnet C. Lloyd, Prin. Otter Creek HS

Morth Vernon-Robert E. Martin, Prin. HS Oakland City-Marlin E. Kell, Prin. HS Oldenburg-Sister Marie Dillhoff. Prin.

Acad, of Immaculate Conception

Ossian-Harry Andes

Otterbein-Lawrence W. Pearl, Prin. HS Owensville-James L. Williams, Prin. HS Oxford-R. E. Hood, Prin. HS

Paoli-Paul M. Schilling, Prin. HS Parker-John M. Lantis, Prin. HS

Pendleton John B. Hammerling, Prin. HS

Louis D. Huddleston, Rt. 3 Peru-Earl Delph, Prin, HS

Petersburg-William A. Weathers,

Pierceton-Howard R. Stouffer, Prin. HS

Pimento

Wayne E. Ader, Prin. HS William G. Ray, Prin. Blackhawk HS, Rt. 1 Pine Village—Willis B. Horn, Prin. HS Plainville-A. F. Allen, Prin. HS Plymouth-H. Ralph Beabout, Prin. HS

Portland

H. S. Brubaker, Prin. HS

M. Hugh Hammitt, Prin. Portland-Wayne Twp. Jr. HS

Princeton-Clayton A. Weist, Prin. HS Redkey-Darrell E. Finch, Prin. HS Remington-Donald D. Utter, Prin. HS. Box 38

Rensselaer

William J. Holt, Prin. HS

Henry F. Tobin, Jr., Supvr. Jasper Co. Bichland-Robert Harris, Prin. Luce Twp.

Richmond Clarence W. Hemmer, Sr., Prin, Test Jr. HS H. W. Houston, Prin, Dennis Jr. HS

Don Manlove, Prin. HS

Victor C. Scott, Prin. Riley HS

Bising Sun-Edward W. Billingsley, Prin. Miller-York HS, 113 South Walnut St.

Roann-Robert Raisor, Prin. HS Rockville Paul R. Lawrence, Prin. HS Rolling Prairie—George W. Davis, Prin. HS Royal Center—Lester M. Parker, Prin. HS

Bushville

Ralph P. Harbison, Prin. HS Ary H. Skillman, Prin. New Salem HS, Rt. 1

Russiaville-Richard R. Rea, Prin. Western

Meinrad-Theodore H. Heck (Rev.), Supt. St. Meinrad Seminary

Salem-Leroy L. Cook, Prin. Salem-Washington Twp. HS Scottsburg-Maynard G. Wolf, Prin. HS

Sellersburg-Joe A. Pitman, Prin. Silver Creek HS

Selma-R. Howard Rust, Prin. Center HS,

Seymour-Joseph M. Cull, Prin. Shields HS Shelbyville-James M. Sharp, Prin. HS South Bend

Brother Reginald, CSC, Prin. St. Joseph's HS, 1441 N. Michigan St.

John E. Byers, Prin. Riley HS

Helen Dernbach, Dir., Dept. Guid. & Sec. Sch. Curric., 228 S. St. Joseph St. Rupert T. Ferrell, Prin. Central HS Milton H. Harke, Prin, Washington-Clay

HS 52900 Lilly Rd.

John M. McNamera, Prin. Washington HS, 1534 W. Sample St. Russell Rothermel, Prin. John Adams HS, 808 S. Twyckenham Dr

Sister Marie Celine, CSC, Prin. St. Mary's

Acad., Miami Rd. Oscar Valentine, Prin. Greene Twp. HS. Rt. 1, Box 167

John A. Vrabely (Rev.), St. Matthew's Rectory, 1701 S. Miami St. Spencer-Herbert M. Edwards, Prin. HS Star City—Russell M. Nale, Prin. HS Stilesville—Lee E. Lydick, Prin. HS Sullivan—Harry C. Gilmore, Prin. HS Sunman-Kermit D. Weddell, Prin. HS Swayzee-Floyd Logenbaugh, Prin. HS

Sweetser-R. H. Allen, Prin. HS, Box 196 Tell City-Hugh R. Thrasher, Prin. HS Terre Haute

James F. Conover, Prin. Garfield HS Edmund A. Ford, Asst. Prin. Lab. Sch.,

Indiana State Teachers Coll. Carl A. Jordan, Prin. Fayette HS. 2705 Poplar St.

Harley Lautenschlager, Prin. Lab. HS. Indiana State Teachers Coll.

Cecil W. Martin, Prin. Gerstmeyer Tech

V. R. Rutherford, Prin. Wiley HS

Lloyd H. Wagner, Prin, Honey Creek HS, Rt. 2, Box 115

Bryon L. Westfall, Indiana State Teachers Coll., 128 Barton Ave.

Jack G. Williams, Prin. Glenn HS, Rt. 5,

Trafalgar-Russell M. Green, Prin. Union Twp. HS

Twelve Mile-Julian Polk, Prin. HS

Union City-Robert J. Shank, Prin. West

Valparaiso

James W. Dold, Prin. Washington Twp. HS, Rt. 1

King Telle, Prin. HS

Vevay-Raymond Cole, Prin. HS

Wabash

P. K. Siout, Prin. Jr. HS

Lawrence Wade, Prin. White's HS, Rt. 5 Wadesville-Charles E. Roberts, Prin. Center-Robinson HS

Wallace-Richard Oglesby, Prin. HS

Wanamaker-William A. McKenzie, Franklin Twp. HS

Wanatah-Noel King, Prin. Clinton Twp .HS

Warsaw-James W. Riley, Prin. HS Washington-H. C. Wampler, Prin. HS Waterloo-Clarence L, Bowers, Waterloo-Grant HS, Box 34

Waveland-Gale D. Grimes, Prin. Russel ville HS, Rt. 1 Wawaka-Hardy R. Songer, Prin. HS

Westfield-Lester L. Tudor, Prin. HS Westville-William C. Somsel, Prin. HS Wheatfield—Donald H. Shoemaker,

Wheatfield Twp. HS Wheeler-Warren K. Garner, Prin. HS Whiting

Arvo Antilla, Asst. Prin. George Rogen Clark HS

Ray P. Gallivan, Prin. HS O. B. Hayward, Prin. George Rogers Can

Veva McAtee, Asst. Prin, George Rogen Clark HS

E. L. Watkins, Asst. Prin. HS

Williamsport-Fred J. Bonebrake, Prin HS

Winamac

Charles E. Fields, Prin. HS John E. Sharp, Prin. Pulaski HS Winchester

Lee G. Glentzer, Prin. HS C. A. Moncrief, Prin. McKinley HS Wolcott-James F. Moore, Prin. HS Yorktown-Ralph Heath, Prin. HS

IOWA

Ackley-Bernard J. Pelleymounter, Prin.

Adel-Winfred Bly, Prin. HS Albia-R. E. Foster, Prin. HS

Ames

C. Herbert Adams, Prin. HS, 1024 Harding John E. Harlan, Prin, Welch Jr. HS, 1218 Ridgewood

Verna Schmidt, Prin. Central Jr. HS, 61 Northwestern

Anamosa-Grover C. Hedemann, Prin. H. 321 N. High St. Anita-Arthur Wilbert Long, Prin.

Box 26 Anthon-Lowell E. McGauhey, Prin.

Box 186 Armstrong

Carroll Bogard, Prin. HS

Thomas V. Nally, Prin. Jr. HS Atlantic—Lester R. Smallwood, Prin. HS 204 W. 11th St.

Bedford-Kenneth E. Miller, Prin. HS Belmond-Paul W. Buck, Prin. HS Bennett-Neil J. Boyle, Supt. of Schs.

Bettendorf

Robert E. Owen, Prin. HS

William E. Price, Prin. HS, 909 25th St. Bloomfield—Robert S. Laughrige, Prin. HS 403 W. Jefferson

Boone

Clair E. Abbott, Prin. HS, 321 Clinton Mary F. McAlpine, Prin. Boxholm HS, 122 Union

Glenn B. Moore, Prin. HS, 1315 3rd St. Britt-Melvin E. Heller, Prin. HS, 643 W. 3rd St.

Burlington Leroy F. Pease, Vice Prin. HS, 1429 S. Garfield

W. L. Rhea, Prin. Oak Street Jr. HS

Donald J. Stout, Prin. Horace Mann Jr.

Burt-Keith J. Culbertson, Prin. Burt Comm. HS

Carroll

Leo Lenz (Rev.), Prin. Kuemper HS

James H. McElhinney, Prin. HS, 1729 N. Main St.

Cedar Falls

R. P. Brimm, Prin. Iowa State Tchrs. Coll. HS

Frank E. Horn, Jr., Prin. Jr. HS, 1416

Franklin

Clair C. Stanard, Prin. HS, 1210 State St. Oscar E. Thompson, Asst. Prof. of Educ. Iowa State Tchrs. Coll., 622 Seerley Blvd. Cedar Rapids

Edwin J. Hemloera, Prin. Wilson HS, 2215 First Ave., S. W.

Fred J. Kluss, Prin. Roosevelt HS, 300 13th St., N. W.

W. L. Paxson, Prin. McKinley HS

Sister Mary Pierce, Prin. Immaculate Conception HS

Dean W. Stoakes, Admin. Asst. Wilson HS, 322 11th St., S. W.

Pierre A. Tracy, Prin. Wilson HS, 2546 Meadowbrook Dr. James C. Uluin, Admin, Asst. Roosevelt

HS, 534 Forest Dr. Centerville-Carl T. Miles, Jr., Asst, Supt.

& Prin. 406 N. 15th St. Chariton-Clarence R. Villont, Prin. HS,

433 S. Eighth St.

Charles City

Harry M. Clark, Prin. HS, 405 Ferguson Edwin Roedel, Prin. Jr. HS, 1011 Hildreth Cherokee-Ernest L. Gustafson, Prin. Washington H.S

Churdan-Frederick Wessendorf, Prin.

Consol, Sch.

Clarinda-Harold W. Donelson, Prin. HS, 523 W. 20th St . Clarion-Lamoy ne G. Holley, Prin. HS, 210

Fourth St., N. E.

Clarksville-Wendell R. Johnson, Prin. HS Clinton

Richard T. Grau, Dir. of Curric. & Instr., Box 110 Arthur Hooghieem, Prin. Lyons Jr. HS.

Main Ave. & Third St. John R. Ing caham, Prin. Washington Jr.

HS, 826 N. 7 hird St. Sister M. Thomas Rita, BVM, Prin. St.

Mary's HS, 505 Ninth Ave., S.

Sister Mary Annette Higdon, Prin. Mt. St. Clare Acad.

Harold Weber, Prin. HS

Columbus Ju netion-Arnold J. Moore, Prin.

Conrad-Wil' liam O. Damon, Prin. HS Corning Du ane E. Lodge, Prin. HS, 307 Seventh St.

Council Bluff 's

Bernard Bollten, Prin. Thomas Jefferson HS, 122 Locust Lodge

Theron R. Stuelke, Prin. Abraham Lincoln HS

Cresco

Warren L. Proctor, Prin. HS Sister M. Alphonse, SSND, Prin. Notre Dame HS. Box 30

Creston-W. Earl Harmon, Prin. HS, 1105 W. Adams St.

Cushing-Kennard D. Fearing, Prin. HS, Box 75

Davenport

Roger Berry, Prin. Sr. HS, 2102 W. 17th

Don L. Hemstead, Asst. Prin. HS, Hillcrest Ave.

George W. Latta, Prin. F. L. Smart Jr. HS, 605 Lombard St. Murray Martin, Prin. J. B. Young Jr. HS,

420 Cedar St. James W. Paustian, Prin. Sudlow Jr. HS,

2341 Grand Ave. Melvin Pool, Prin. N. W. Jr. HS, 420 E.

29th St. Pl. Lucille, BVM, Prin. Im-Mary Sister maculate Conception Acad., 801 Main St. Edmund J. Weeg (Rev.), Prin. St. Ambrose

Dayton-Rosemary Hall, Prin. HS

Decorah-John E. Cline, Prin. HS

Denison

Marie E. Hendrix, Prin. Dow City Consol. Sch., 534 N. Main St.

William J. Walsh, Prin. HS, 204 S. 15th St. Denver-Clyde L. Evers, Prin. HS, Box 116

Des Moines Delmer H. Battrick, Prin, Roosevelt HS.

45th & Center Sts. Elmer C. Betz, Prin. Tech. HS, 15th & Center Sts.

Edward G. Bigot, Prin. Nathan Weeks Jr. HS, Park Ave. & S. E. Eighth St. Raymond D. Bishop, Prin. Woodrow Wilson

Jr. HS, 4227 N. W. Dr. Don K. Blackman, Vice Prin. Franklin Jr.

HS, 1215 68th St. W. Dale Chismore, Reg. Supvr. Dept. of

Pub. Instr., State Office Bldg. Bruce D. Gardner, Vice Prin. Woodrow Wilson Jr. HS, 3127 Hickman Rd.

C. Green, Reg. Suprv. Dept. of Pub. Instr., State Capital

Benjamin Hafenstein, Prin. Erwin A.

Franklin Jr. HS, 2621 56th St. Irwin Hosfelt, Vice. Prin. Callanan Jr. HS, 2401 40th St. Pl.

A. C. Hutchens, Prin, Lincoln HS

Gereld L. Jackson, Vice Prin. Roosevelt HS. 866 40th St. Pl.

Edmund G. Kelley, 1723 41st St. Victor E. Mastin, Prin. Callanan Jr. HS, 734 34th St.

Alvin Munson, Jr., Vice Prin. Washington Irving Jr. HS, 3431 53rd St.

Warren Nixon, Prin. Washington Irving

Jr. HS Frank D. Nugent (Rev.), Prin. Dowling HS, 1000 College Ave.

Chester A. Pratt, Prin. Warren Harding Jr. HS, Cambridge & Euclid Sts.

Charold T Roberts, Prin. Saydel Consol. Sch. 3612 37th St.

Merle F Schlampp, Prin. May Goodrell Jr. HS 29th and Ovid Sts

Sister Mary Denise, BVM, Prin. St. Joseph Acad, 3200 Grand Ave.

Edgar Stonecipher, Dir. of Sec. Educ., 737 15th St P1 Edward Thompson, Prin. North HS.

2415 40th St. Pl. Dewitt Q Williams, Prin. East HS, E. 13th & Walker Sts

I. L. Wires, 1246 47th St. J. C. Wright, Supt. of Pub. Instr., State Office Bldg

DeWitt-Beryl W. Conley, Prin. DeWitt Comm HS, 1015 Sixth St Dickens-Ellis H. Francis, Prin. HS

James E Albrecht, Prin. HS

Harlan D. Holm, Prin. Comm. Sch., Box 53 Dows-Max E. Sander, Prin. Comm. Sch. Dubuqua

W Howard Bateson, Prin. Jefferson Jr. HS, 1614 Iowa Ave

Horace S Hoover, Couns. HS. 2705 Asbury

W. E. Johannsen, Prin. Washington Jr. HS, 51 N. Grandview Ave. George W. Lee, Prin. Sr. HS

Roger E. OBrien, Prin. Loras Acad.

Sister M. Patrice, Supvr. Mt. St. HS. Davis Ave. Francis

Mary Bertrand, Prin. St. Acad., 1285 Main St Joseph

Duncombe-Marie Brungard Powers, Prin.

Burant -Hilbert F. Smith, Prin. HS, Box 467 Eagle Grove -Robert S. Wolfe, Prin. HS,

Earlham-Lucille E. Knapp, Prin. HS

Kermith S. Huehn, Supt. of Schs., 2101 16th.

Clement H. Marsden, Prin. HS, 914 12th St. Elkader-Harold K. Ebel, Prin. Central

Elwood-Roger R. Welty, Prin. Consol. Sch. Emmetsburg -- Leonard John Martz, Jr.,

Prin. HS. 2003 Eighth St. Estherville-Walter B. Hammer, Prin. HS

Exira David S. Hamilton, Prin. HS

Charles C. Joss, Prin. HS, 901 S. Seventh St. Francis Walters, Dir. of Personnel, Parsons

Parmington Donald D. Walton, Prin. HS Parragut -Lyle B Latimer, Prin. HS

Porest City-Charles T. Mindling, Prin. HS

Carl T. Feelhaver, Supt. of Schs. H. Ray Miller, Prin. Jr. HS, 806 N. 22nd St. S. L. Nelson, Prin. Callender Comm. Sch., 1157 N. 26th St.

Paul Seydel, Prin. HS and Jr. Coll.

Fort Madison-Arlo G. Woods, Prin. Sr. HS Garwin-Jack R. Williams, Prin. HS

George Gladys Diana Chatman, Prin. HS Gilmore City—Craig C. Whitney, Prin. HS Glidden-Frank Miller, Jr., Prin. HS

Gowrie-Percy A. Millard, Prin. Comm : Grand Junction-Homer A. Baxter, Priz

Greene-Donald R. Bachman, Prin, Es Box 607 Grinnell-Wilber W. Owen, Prin. HS to

Summer St Griswold-Emil G. Porter, Prin. HS Grundy Center-Leonard M. Trompson, Pr.

Comm. Sch. Gruver-Robert A. Harken, Prin. HS Hampton

Marvin L. Larson, Prin. His, 816 Serot. Ave. Dr., S. E

Alvin T. Stewart, Prin. Jr. H.S. 703 Sevens Hancock-Dorothy C. Watson, Prin. Wice

Consol. Sch., Box 218 Hartley-Howard L. Borchard, Prin. HS

Hawarden-Edward W. Kern, Prin. Hi 1113 Ave. F Hubbard-Dellmer W. Sly, P in. Comm. Sch.

Hudson-John J. Wroblewski, Prin. HS Humboldt-Delmar J. Cram, Prin. HS, 416 83 Ida Grove-John A. Montgomery, Jr., Prin

HS. 403 Seventh St. Independence Richard V. Lybeck, Prin. HS Indianola-Harry L. Grange, Prin. HS, 1005 N. Howard

Inwood-Harold B. Engen, Prin. HS, Box IN Iowa City

Sterling C. Goplerud, Prin. Jr. HS, 121 N.

J. E. McAdam, Prof. of Educ., Coll. of Educ. Univ. of Iowa, W. 115 East Hall Sister Mary Carol, BVM, Prin. St. Patrick Sch., 224 E. Harrison St. Sister Mary Patrick, BVM, Frin. St. Mary's HS, 116 E. Jefferson St.

Robert K. Sorensen, Prin. FiS, 403 Melrose

Lauren A. Van Dyke, Prof. of Educ., Univ. of Iowa, Rt. 4

John L. Yourd, Prof. of Educ., Univ. of Iowa 120 N. Parsons St. Janesville Dwight R. Pogemeiller, Prin. HS

Jefferson Donald B. Miller, Prin. HS, 107 W. Madison St. Jessup-John E. Hodges, Prin. HS

Johnston-Bernice Hunsicker

Consol. Sch. Scott, Prin. Keokuk

Roby E. Fretwell, Prin. HS, 720 Washington

Charles F. McCoy, Prin. Jr. HS, 15th &

Knoxville-Floyd A. Davis, Supit. of Schs. La Porte City-Arthur E. Borwick, Prin. HS. 505 Bishop Ave.

Lake View-Robert M. Tofte, Prin. HS Legrand-Wayne Dean Turner, Prin. Comm.

LeMars-Sister M. Roselyn, Prin . Gehlen HS. 45 Sixth Ave., N. E. Leon-Claire E. Faust, Prin.

HS. 302 S.

Logan-Donald L. Hanson, Prin. HS Lost Nation-Everett L. Walden, Prin. Comm.

Macheburg—Anna Kivett, Prin. HS Marrid Millen K Schulz, Prin HS Machester—James W. Goodman, Prin. HS,

900 N. Franklin Manning-Richard P. Euchner, Prin. HS. 4194 Third St

Manaon-Will Kaufman, Prin. HS

Mapleton-Frank Farrell, Prin. Consol. Sch., 502 S. Seventh St.

Maguoketa

Marvin H. Maire, Prin. Sr. HS, 110 East

Gaylord Willman, Prin. Jr. HS Marion-Glen I. Nicholson, Prin. HS, 1055 Fifth Ave.

Marshalltown

Bryan R. Miller, Prin. Sr. HS & Jr. Coll. Garrah M. Packer (Miss), 1504 W.Main St. Don E. Weatherman, Prin. Central Jr. HS Mason City

P. O. Brunsvold, Prin. HS, 220 East State St.

Donald C. Henn, Prin. Monroe Jr. HS A. G. Krager, Prin. Roosevelt Jr. HS, 321 E. State St.

Melbourne-Helen Catherine Judge, Prin. Consol, Sch.

Melvin-Burge J. Hammond, Prin. Consol. Sch Box 133

Meservey-Robert J. Perkins, Prin. Consol. Sch. Box 118

Monona-Robert A. McFarland, Prin. HS Moorhead-Frank W. Hulsart, Supt. of Schs. Morning Sun-Halden J. Craig, Jr., Prin. HS

Mount Ayr—Vance E. Geiger, Prin. HS Mount Vernon—Clarence H. Gardner, Prin. HS, 702 Second Ave.

Muscatine

Francis J. Lenoch, Prin. Catholic HS, 215 W. Eighth St.

Fred G. Messenger, Prin. HS, 1112 Cedar St. Owen L. Olson, Prin. Jr. HS, 515 Iowa Ave. Hevada

George H. Fair, Prin. HS, 1324 Ninth St. Fred J. Rohde, Prin. Jr. HS, 737 Ninth St. New Hampton—Milton B. Krumm, Prin. HS, 272 S. Water Ave.

New Virginia-Huron D. Johnson, Prin. HS Newell-Edward L. Holst, Prin. HS, Box 353 Newton-Harold A. Lynn, Prin. HS. 726 N.

Second Ave. E. North English-Verle Ellett, Prin. HS Oelwein.

Duane D. Fuhrman, Prin. Jr. HS

Glenn R. Stevenson, Prin. Bremer-Fayette HS, 507 E. Charles St.

Ogden-Lowell I. Wedgbury, Prin. HS Olin-Robert W. Schroeder, Prin. HS Orange City-Jack E. Evans, Prin. HS, 201

E. Fifth St. Orage

Ira E. Larson, Prin. HS Alfred O. Swenson, Prin. HS Osceola

Ramon H. Green, Prin. HS, 518 S. Main St. Charles E. White, Prin. Southword Jr. HS, 316 E. Clay St.

Oskaloosa

K. V. Stephenson, Prin. HS, 508 North B St. Jack Wishmier, Vice Prin. HS

Ottumwa

Orville Amosson, Prin. Washington Jr. HS, 108 E Manning St.

J. F. Van Antwerp, Prin. HS

Palo-Vivian Sue DeFoe McCalley, Prin. Walford Consol. Sch.

Paullins-Malcolm A. Stanford, Prin. HS, Box 182

Pella-Jean E. Wilkins, Prin. HS, 216 W. First St.

Perry

Loran Corburn, Prin. HS, 2011 First Ave. Sister M. Loyola, Prin. St. Patrick's HS Pleasantville-William S. Sandholm, Prin. HS, Washington St.

Plymouth--Harry F. Anderson, Prin. Consol.

Quimby-Glenn O. Hompland, Prin. HS

Red Oak-R. Clark McKie, Prin. HS, 1109 Reed St.

Reinbeck-Charles Shriner, Prin. Comm. HS Riceville-Dale C. Guldberg, Prin. HS, Box 45

Ringsted-Eldo L. Harder, Prin. HS

Rock Rapids-Dwight E. Crawford, Prin. HS, Box 508

Rockford-James H. Dirksen, Prin. HS, Box 321

Rockwell City

Richard P. Klahn, Prin. Sr. HS, 161 Third St. Eugene C. Whiteman, Prin. Jr. HS, 304 Third

Rudd-Everett G. Brower, Prin. HS

Ruthven-Lois M. Staker, Prin. Consol. Sch. Sac City-Benjamin T. Rutherford, Prin. HS. 225 S. 11th St.

Saint Ansgar Maurice J. Williams, Prin. HS, Box 535

Sheffield-Edwin E. Kugler, Prin. HS, Box 594

Shenandoah

Alvin S. Carlsen, Prin. HS

B. E. Lucas, Prin. Essex Sch., 302 W. Summit St. Sibley-Robert A. Robinson, Prin. HS, 711

Third St.

Sioux City Arthur N. Amundson, Prin. Central HS, 910

21st St. E. E. Briggs, Prin. Woodrow Wilson Jr. HS

S. M. Hickman, Prin. East HS Wiert Johnson, Prin. Leeds HS, 3919 Jefferson St.

Eugene Kevan (Rt. Rev. Msgr.), Prin. Heelan HS, 1011 Douglas St. G. G. Knipfer, Dir. of Curric. & Sec. Educ.,

Sioux City Schs., 1221 Pierce St.

Sister M. Dolorian, Briar Cliff Coll

Harold G. Stevens, Asst. Prin. Central HS, 3060 Stone Park Blvd.

Solon-Richard A. Lahr, Prin. HS

Somers-Winifred Skalsky Fish, Prin. Cedar Valley Comm. Sch.

Spencer-James R. McElhinney, Prin. HS. 806 Sixth Ave. W.

Spillville-Margaret B. Balik, Prin. Calmar HS

Spirit Lake-Douglas Dunsmoor, Prin. HS. 1203 Hill St.

Stanhope-Edwin K. Barker, Prin. HS. Box 21 Storm Lake-Theodore L. Frese, Prin. HS.

216 W Eighth St Stuart-John G. Guthrey, Jr., Prin. HS.

Box 31 Samner-Florence M. Lease, Prin. Frederika

HS Tipton-William E. Diedrichsen, Prin. HS.

552 E. Fourth St Titonka-Sylvan H. Thiesse, Prin. Consol.

Van Moter-C. L. Gregersen, Supt, of Schs. Ventura-Harvey H. Peterson, Prin. HS Villisca-Aron Laipple, Prin. HS, 103 S. Third Ave

Vinton-Maxwell A. MacAllister, Prin. Lin-coln HS, 310 E. Ninth St.

Wadona-Zetta White, Prin. HS

Wapello-Lewis E. Dye, Prin. HS, 702 Isett

Washington-John V. Phieger, Prin. HS Waterloo

Ralph A. Austermiller, Dir. of Curric., Pub. Schs., 333 Vine St.

William W. Gibson, Prin. West HS Darrell Grinnell, 1580 Betch St. Charles Hoffman, Prin. East HS

Gordon W. Meeter. Prin. West Jr. West HS, 1115 W. Fifth St.

Sister Mary Winifred, Prin. Sacred Heart Sch., 620 W. Fifth St.

Peter Solar, Prin. McKinstry Jr. HS, 1218 Vine St.

Wankon-Richard E. Taylor, Prin. HS, 205 School St. Waverly

Don Birdsell, Prin. HS James W. McGrew, Prin. Jr. HS

Webster City

F. W. Aspedon, Prin. Jr. HS, 1016 Division St.

Walter E. Crissey, Prin. Sr. HS, 935 Division

Wellman-Kenneth L. Raders, Prin. HS Wallsburg-Arnold Freitag, Prin. Comm. HS, Box 508

West Bend-Earl W. Stevens, Prin. HS, Box 515

West Des Moines-William F. Bowen, Prin. Valley HS, 736 Fourth St. West Liberty-Donald G. Nau, Prin. HS,

505 E. Third St. Winterset-Henry C. Miller, Prin. HS, 515

W. Fremont Woodward-Daryl Stuhr, Prin, HS

KANSAS

Abilene Robert E. Campbell, Prin. Jr. HS Erle W. Volkland, Prin. HS Almena-J. E. Rankin, Prin. HS Andover-John R. McGraw, Supt. of Schs. Anthony J. R. Renner, Prin. Jr. HS Mose Stucky, Vice Prin. HS Arkansas City Herschel J. Clark, Prin. HS K. R. Galle, Dean, Jr. Coll. Assaria-Duane G. Sloan, Prin. HS

Atchison

Daniel P. O'Shea, Prin. Maur Hill H8 Sister M. Ambrose, Prin. Mt. St. Scholar Acad.

Armin E. Soph, Prin. HS Attica-Paul R. Cobb, Supt. of Schs. Atwood-Jerome McColey, Prin. HS Augusta—Charles W. Gustafson, Prin. His Baileyville—Sister Helen Sullivan, Prin. Baldwin-C. A. Gordon, Supt. of Scha Basehor-W. L. Kiester, Prin. HS Baxter Springs—Eugene F. Burke, Prin. Beeler—Truman L. Roane, Prin. HS Belle Plaine—Paul E. Nelson, Prin. HS Beloit-E. M. Chestnut, Prin. HS Bentley-Vernon W. Wells, Supt. of Scha Bern-D. E. Bachtel, Prin. HS Bethel A. Huyck, Prin. Washington HS, 70

Leavenworth Rd. L. E. Wallace, Vice Prin. Washington H Beverly—James M. Mettner, Prin. HS Bloom—George W. Cole, Supt. of Schs. Blue Mound—Lawrence Simpson, Prin. Rus HS

Blue Bapids-C. W. Rice, Supt. of Schs. Bluff City-Jackson Winters, Prin. HS Bogue—James B. Charles, Prin. HS Buffalo—Charles H. Garrison, Supt. of Y. way Schs.

Buhler-Milo Stucky, Prin. Rural HS Burden-Winton L. Crown, Supt. of Scha Burdett-Wayne Catlin, Supt. of Schs. Burlington-Don C. McClenny, Prin. HS Burns-James M. Benjamin, Supt. of Schs Burr Oak-Paul D. Quiring, Supt. of Schs. Burrton-L. E. Barrows, Prin. HS Calesburg-Wayne Atherton, Supt. of Sci Caney

Kenneth Ritchey, Supt. of Schs. J. C. Witter, Supt. of Schs. Canton-Robert L. Williams, Supt. of Sci Cawker City-William F. Janssen, Supt. Schs.

Cedarvale-Edward Hudson, Prin. HS Chanute

Howard A. Jester, Prin. HS Paul Parsons, Prin. Royster Jr. HS Chapman—S. A. Lindahl, Prin. HS Chase—Bernard Martin, Prin. HS Cherokee—Joe Rondelli, Prin. HS Cherryvale

Neil R. Edds, Prin. HS Alva E. Wilkinson, Prin. Jr. HS Cimmaron-David Livers, Prin. HS Circleville-Eugene Stephan, Prin. HS Clearwater-Carl Webb, Prin. HS Clyde George R. McCormick, Supt. of Sch Codell-Russell McCoy, Prin. HS Coffeyville

J. H. Benefiel, Prin. Roosevelt Jr. HS Clark Hendrix, Prin. HS Colby-R. L. Dennen, Supt. of Schs. Columbus-Blaine Nolan, Prin. HS

Concordia

Cecil W. Baxter, Prin. HS Sister Evangelista, Prin. Sisters of St. Jose Conway Springs-Winston C. Monroe, Sup Cottonwood Palls J. F. Carpenter, Prin B Council Grove-C. E. Reitz, Prin. HS Coartland-J. Rudolph Johnson, Supt. of

Cultion Orville Anderson, Supt. of Schs. Deertald—Norval Gray, Supt. of Schs. Delphos T. J. Berber, Supt. of Schs. Denton-Charles F. Short, Prin. HS

Wilbur Humphries, Prin. HS Leon E. Windle, Prin. Winchester HS Dighton-Ben A. Neill, Prin. HS

Dodge City

E. C. Lauber, Prin. Jr. HS, Box 208 Sister M. Mel Eesa, Prin. St. Mary of the Plains HS

Dean Wagaman, Prin. HS Donglass-Bernhardt Schreiver, Supt. of Scha

Downs-Francis Stanley, Supt. of Schs. Dunlan-Harry Samuelson, Prin. HS Durham-Clyde Ashlstrom, Prin. HS Edna-Verl Shufelt, Supt. of Schs.

El Dorado

F. W. Bigler, Prin. Jr. HS Robert H. McCollum, Prin. HS Elk Palls-Charles R. White, Supt. of Schs. Ellinwood—Sam C. Stitt, Prin. HS Ellis—George S. Meeker, Prin. HS

Ellsworth-Marvin E. Ryden, Prin. HS Emporia

Phil A. Cook, Dir. of Trng. Sch., Kansas State Tchrs. Coll.

A. Kirk Ramy, Prin. Jr. HS John R. Webb, Prin. HS

Enterprise Maurice Lysell, Supt. of Schs. Eskridge-Olin Church, Prin. HS Eudora-D. E. Kerr, Prin. HS Eureka-Richard L. Dood, Prin. HS Everest-W. R. Horn, Prin. HS Pairview-Robert Hayes, Prin. HS

Port Scott

Joe G. Arkle, Prin. Jr. HS C. W. Trosdon, Prin. HS Powler—W. C. Fleming, Supt. of Schs. Prankfort-Leo McMullen, Prin. HS

Garden City

Andrew Elland, Prin. HS Abe Hubert, Prin. Jr. HS Garnett—Percy J. Isaacson, Prin. HS Gem—Charles L. Brady, Supt. of Schs. Girard—Jane Townsend, Prin. HS Glasco-C. E. Vachal, Supt. of Schs. Glen Elder-Wynne W. Ester, Prin. HS Goessel-W. O. Schmidt, Prin. HS Goodland-Warren Settles, Prin. HS Great Bend-Gerald Gribble, Prin. Jr. HS Greeley-James Morgan, Jr. Supt. of Schs. Greensburg—D. L. Miller, Supt. of Schs. Gridley—Jerry Vinvyard, Prin. HS Haddam—Francis Shea, Prin. HS Hamlin-Robert N. Jones, Prin. HS Hanston—W. D. Conley, Prin. HS
Hardtner—Winfred C. Jones, Supt. of Schs.
Harper—Lloyd D. Reed, Prin. HS
Haven—Fred H. Howell, Prin. HS

Anselm Martin (Rev.), Prin. St. Joseph Mil. Acad,

Albert K. Massey, Prin. Jr. HS

Clyde W. Rothgeb, Prin. HS Sister M. Bonita, Prin. Girls Catholic Sch. W. Clement Wood, Head Dept. of Educ., Fort Hays Kansas State Coll.

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Independence

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Ingalls-Dean Hackenberg, Prin. HS Inman-R. H. Vanderbilt, Prin. HS

Harlan C. Isaac, Prin. Jr. HS Floyd C. Smith, Prin. Sr. HS Irving—Victor Cool, Prin. HS

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Kingman-Ray O. McKinney, Prin. HS, 520 N. Main St. Kiowa-Neale D. Shaw, Prin. HS

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Xavier-Sister Mary Kevin, Saint Mary Coll. Yates Center-F. R. Banz, Prin. HS

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Alva-William L. Mills, Prin. Black Star HS Anchorage-Anna B. Moss, Prin. Ormsby Village Sch.

Barbourville-Roscoe H, Playforth, Supt. of Schs., School St.

Bardstown-J. M. Burkich, Prin. HS Bedford-Samuel E. Robinson, Prin. Trimble HS

Belfry-W. F. Doane, Prin. HS Bellevue-Ben V. Flora, Prin. HS Benham-Joseph A. Matthews, Prin. East

HS. Box A Berea

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Beverly-Perle P. Estridge, Prin. Red Bird Settlement Sch.

Bowling Green

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Bremen-K. Forbis Jordan, Prin. Consol. Sch. Bristow-Prentice L. Gott, Prin. HS

Brooksville-Jarvis Parsley, Prin. Bracken Co. HS

Carlisle Nancy E. Talbert, Prin. HS, 215 W. Mulberry Central City-Delmas Gish, Prin. HS, 204

W. Third St.

Clay-Irene Powell (Mrs.), Prin. Consol. Sch., Box 162

Clifty-O. P. Hurt, Prin. HS Clinton-James H. Phillips, Prin. Central HS Cordia-Alice H. Slone, Prin. Lotts Creek Comm Sch.

Covington

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John S. Feldmeier, Prin. Catholic HS, 1600 Dixie Highway Harry T. Mitchell, Prin. Holmes HS, 25th St.

& Madison Ave. Sister M. Judith Hock, Prin. Holy Cross

HS, 3617 Church St.

Slater Mary S. Immacula, Prin. Notre Dame Acad., 37 W. Fifth St. Cub Run—T. Y. Tabor , Prin. HS Cumberland—Talmage Huff, Prin. HS Cynthiana-Joe H. Anderson, Prin. Harrison Co. HS

Danville-Don R. Rawlings, Prin. HS Dayton-Kenneth R. Kuhnert, Prin. HS Edmonton—Samuel L. Smith, Prin. HS Elisabethtown—Paul B. Kerrick, Prin. HS Eikhorn—James V. Powell, Prin. HS, 233 Elkhorn St.

Erlanger

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Fort Knox-Salvatore M. Matarazzo, Prin. HS **Frankfort**

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Pranklin

W. H. Crowdus, Prin. Franklin-Simpson Jr. HS

J. W. Dunn, Prin, Franklin-Simpson Sr. HS W H Story, Prin. Lincoln HS

Prenchburg-Adrian Wells, Prin, HS Georgetown

James B. McEuen, Prin. Garth HS Tony Raisor, Prin. Scott Co. HS, 405 Gano

Glasgow-David Montgomery, Prin. Temple Hill HS. Rt. 4

Grays Knob-Mildred R. Rowland, Prin. Hall HS

Greensburg-Eugene E. Tate, Prin. HS Greenville—John R. Owens, Prin. HS Guthrie—Henry C. Malone, Prin. HS Hanson—James H. Moore, Prin. HS

Hardinsburg-R. F. Peters, Prin. Breckinridge Co. HS Harrodsburg-Andrew F. Young, Prin. HS

Hartford-Charles S. Combs, Prin. HS Hazard-H M. Wesley, Prin. HS Hazal Green-Henry A. Stovall, Prin. Hazel

Green Acad. Henderson

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Horse Cave-Joseph G. Chaney, Prin.

Caverna HS

Independence-R. C. Hinsdals, Prin. 8: Kenton HS

Kuttawa- John A. Wells, Prin. Lyon St. LaGrange-Roy H. Dorsey, Prin. Ok Co. HS

Lebanon

Sister Marie Nerinckx, SL, Prin. St. Aur. tine HS, 219 S. Proctor Knott Ave

Lebanon Junction-Thomas S. Jeffries Pra HS

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Roy Lawrence, Prin. Eastern Jr. HS, 1128 5 Broadway Thomas J. Long, Prin. Duvalle Jr. HS.

Bohme St. John B. Lowe, Prin. Waggener Jr. HS.

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861 S. Fourth St. Sister Aquinette, OP, Prin. Holy Ross Acad., 4837 Southside Dr.

Sister M. Theodalinda, OSU, Prin. Sattle Heart Acad., 3107 Lexington Rd.

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Sister Mary Prisca, RSM, Prin, Assumption HB, 2170 Tyler Lane

Sister Robert Anne, SL, Prin. Loretto HS. 723 S. 45th St.

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Harrell Tague, Asst. Prin. J. M. Atherton HS. Morton at Rubel Sts.

Natalee Woodruff, Prin. Barrett Jr. HS. Grinstead Dr. & Peterson St. Lucas-Kenneth B. Sidwell, Prin. Austin-

Tracy HS Marion-Wilbur B. Horning, Prin, Crittenden Co. HS

Mayfield-Robert G. Fiser, Prin. HS, 821 S. Eighth St

Maysville-Orville B. Hayes, Prin. HS, Box

Middlesboro-Shelvie R. Fuson, Prin, HS Middletown-John W. Trapp, Prin, Eastern

Monticello

Arthur J. Lloyd, Prin. Wayne Co. HS Robert Woosley, Prin. HS. Box 5

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Merinx-Mother Mary Luke, Loretto Mother-

New Castle-Darrell P. Parsley, Prin. Henry Central HS

Mewport

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Lyndle Barnes, Prin. Reidland HS, Rt. 8 Charles McClain, Prin. Brazelton Jr. HS Paintsville-Oran C. Teater, Prin. HS

Park City-Woodford L. Gardner, Prin. HS Pikeville-Quentin R. Howard, Prin. John's Creek HS, Rt. 1

Pine Enot-Willa Harmon (Mrs.), Prin. HS Powderly-T. E. Spear, Prin. Muhlenberg Central HS

Russell Springs-Leland A. Johnston, Prin. Russell Co. HS

Scottsville—Thomas C. Simmons, Prin. Allen Russell Co. HS

Shepherdsville-Willis G. Wells, Prin. HS Shopville-Bethel G. Burdine, Prin. HS Smithland-Kenneth T. Hardin, Prin. Livingston Co. HS

Smiths Grove-Basil O. Smith, Prin. North Warren HS, Box 266

Somerest

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Edward B. Webb, Prin, Pulaski Co. HS South Fort Mitchell-Thelma W. Jones, Prin. Beechwood HS

Springfield-John S. Hambleton, Prin. Mackville HS. Box 373

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wood HS West Liberty-Lloyd Patterson, Prin. Mor-

gan HS, Box 535 Whitley City-George D. Ball, Prin. Mc-

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Ellis A. Brown, Prin. Istrouma HS, 3730 Winbourne Ave.

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Sch., Box 870 K. Haynes, Exec Secy, La. Educ. Assn.

1335 N. Blvd., Box 1767 Russell E. Helmick, Assoc. Prof. of Educ.,

La. State Univ. O. M. Helveston, Prin. Sr. HS, 2625 Govern-

Kermit L. Patty, Prin. Scotlandville Jr.-Sr. HS, 9147 Elm Grove Garden Dr.

E. W. Rand, Southern Univ., Box 9969 Peyton C. Robert, Prin. Glen Oaks Jr. HS, 3114 Eugene St.

Sister Claire Germaine, Prin. St. Joseph

Acad. HS, 3015 Broussard St Prin. St.

Sister Mary Elphege, SSND, Anthony HS, 2580 Tecumseh St. Sister Mary Lee, SSND, Prin. Redemptorist

HS, 5252 Maple Dr. J. A. Smith, Prin. Central HS, Rt. 4

Julius M. Thomas, 830 N. 23rd St.

Belcher-John E. Prudhomme, Prin. Jr. HS

Bell City—Stanford S. Cox, Prin. HS Bienville—William M. Crow, Prin. HS Blanchard—C. L. Green, Prin. Jr. HS
Bogalusa—Jesse C. Crump, Prin. Central Mem. HS, 1403 North Ave.

Bossier City-Frank M. Lampkin, Prin. HS,

Box 5121

Brusly-N. C. Plaisance, Prin. HS Buckeye-H. Clay Luttrell, Prin. HS Castor-E. R. Minchew, Prin. HS

Chatham-C. C. Lewis, Prin, Jasper Henderson HS

Cheneyville-W. L. Tanner, Jr., Prin. HS Choudrant-Otis L. Baker, Prin. HS Colfax—E. B. Swafford, Prin. HS Converse—W. G. Simmons, Prin. HS Covington-James Plummer, Prin. HS Delhi-Carlton Johnson, Prin. HS Delidder-F. L. Miller, Prin. Jr. HS Donaldsonville-E. C. Land, Prin. Lowery

HS Downsville-B. F. Hamilton, Prin. HS

Dubach

M. J. Barr, Prin. Hico HS, Rt. 2 Melvin Colvin, Prin. HS

Erath-Henry J. Bernard, Jr., Prin, HS Eros-Ural W. Dickerson, Prin. HS Eunice-C. A. Randel, Prin. HS. Box 272

Perriday-Charles A. Loomis, Prin. HS Fort Necessity-Wilby C. Campbell, Prin. HS Franklin

Jodie C. Dry, Prin. HS, 221 Morris St. Clet J. Gary, Prin. Hanson HS, Box 591 A. Hernandez, Prin. Willow Street HS. Box 24

Pranklinton-R. W. Johnson, Prin. Washington Parish HS

Geismar-W. C. Brunson, Prin. Dutchtown

Gibsland-Coy Bennett, Prin. HS Gilbert-B. R. Gunn, Prin. HS

Grambling-A. D. Smith, Prin. HS, Box 63 Hahnville-E. J. Landry, Prin. HS Harvey

Lucile Cherbonnier, Prin. New West Jeffer-

Joseph J. Martina, Prin. W. Jefferson HS,

Raynesville-Rupert W. Atkins, Prin. HS Hornbeck-J. E. Heard, Prin. Plainview HS Innis-M. J. Lucia, Prin. HS

Jena-James Dargan Brooks, Prin. HS

Kenner-Stephen J. Barbre, Prin. Jefferson HS, Box 236 East Kilbourne-Alvord C. Fryday, Prin. HS

Lacassine-Frank Bryan, Prin. HS Lafayette

Brother Julius, Prin. Cathedral HS, 848 Ernest G.

Cayard, Jr., Prin. Scott HS, 618 St. Camille St. W. D. Smith, Prin, Paul Breaux HS, Box

Howard Turner, Prin. HS, Box 72, Sli

Lake Charles

Brother Alfred, FSC, Prin. Landry HS, 1620

George Carter, Prin. Grand Lake HS, 20 11th St.

Winnifred C. Mims, Prin. Marion HS. 200 Medora St.

Albert J. St. Dizier, Prin. HS, 1511 Moss St. Jesse J. Verret, Prin. La Grange Jr. HR 3629 Ryan St. Leesville-Austin L. Temple, Prin. HS

Leonville-Murray L. Rabalais, Prin. HS Linville-Alton A. Hollis, Prin. HS Lockport—Lawrence A. Hanley, Prin. HS Lutcher-Joseph F. Guglielmo, Jr., Prin. HS Mamou-Bennie Reynolds, Prin. Joseph

Celestine HS Mansfield-Richard G. Cryar, Prin. HS Many-L. B. Skinner, Prin. HS Marion-C. W. Causey, Prin. HS, Box 787

Marksville

D. A. Jordan, Prin. HS Ben F. Laborde, Prin. HS, Box 427 McDade-R. W. Knight, Prin. Elm Grove HS Merryville-G. L. Heard, Prin. HS Metairie

Roland H. Nelson, Prin. Metairie Park Courtry Day Sch., 300 Park Rd. Ottis O. Stuckey, Prin. Ridgewood Prep. HS.

221 N. Line Ave.

Ellsworth O. Van Slate, Hdm. St. Martin's Protestant Episcopal HS, 5309 Airline Highway

Minden

W. Leon Hayes, Prin. Webster HS Wayne W. Williams, Prin. HS, Box 748 Monroe

M. F. Goins (Mrs.), Prin. Terzia HS, Box 1182

Paul J. Neal, Prin, Neville HS, Box 1431 Mooringsport-A. L. Crowson, Prin. HS Napoleonville

Clifford J. Barbier, Prin. Assumption HS Lawrence Southall, Prin. W. H. Reed HS Watchitoches-W. J. Bullock, Prin. Cloutierville HS, 938 Williams Ave.

New Iberia

John B. Henderson, Prin. Jonas Henderson HS, Box 357 Mother M. Rita O. Carmel, Prin. Mt. Carmel

HS, 109 Bridge St.

New Orleans

Daniel A. Allain, Jr., Prin. F. T. Nicholls HS, 3820 St. Claude Ave.

I. M. Augustine, Prin. L. B. Landry HS. 1200 Whitney Ave.

Ernest O. Becker, Bauer Bldg. Rm. 214 703 Carondelet St.

Brother A. Francis, Prin. De La Salle HS. 5300 St. Charles Ave. Brother Reinald Duran, CSC, Hdm. Holy

Cross HS, 4950 Dauphine St.

Bernice Brown, 3314 Annette St.

Lawrence D. Crocker, Prin. Booker T. Wash ington HS Carl John Dolce, Prin. P. A. Capdau Jr. ils.

6207 Magnolia St

Rose M. Ferran, 3515 Napoleon Ave. Alfred L. Firment, Prin. John McDonogh HS. 2426 Esplanade Ave.

Leon Hershberg, Prin. Eleanor McMain Jf. HS, 5712 S. Claiborne Ave.

Eddy S. Kalin, Dir. Newman School, 1831 Jefferson Ave.

John G. Martin, 5312 Memphis St.

Elise McGehee, Prin. Louis S. McGehee HS. 2343 Prytania St.

Walter E. Morial, Asst. Prin. Joseph S. Clark HS, 1301 N. Derbigny St. Matthew J. O'Rourke (Rev.), Prin.

Augustine's HS, 2600 London Ave.

Vincent A. Palisi, Prin. Behrman HS, 715 Opelousas Ave M. E. Prevost, Prin. A. C. Priestley Jr. HS.

1619 Leonidas St. O. Richards, Jr., Prin. J. S. Clark HS.

1301 N. Derbigny St. Malcolm F. Rosenberg, Jr., 2831 Calhoun St. Charles B. Rousseve, Prin. Carter G. Woodson Jr. HS, 2040 Humanity St.

Sister M. Elaine, SSND, Prin. Sacred Heart Sch. of Jesus, 3222 Canal St

Sister Mary Damian Cazale, Prin. St. Mary's Dominican HS, 7214 St. Charles Ave. Sister Mary Felix, Prin. St. Joseph Acad.

HS, 2116 Ursuline Ave. Sister Mary Henriette. SSND. Prin. Re-

demptorist HS, 950 Josephine St. Mack J. Spears, Prin. McDonogh No. 35 Sr.

HS, 1951 Law Street L. M. Tinsley, Prin. Belle Chasse HS. Sta-

tion A., Rt. 5 Ethel L. Walker, Prin. McDonogh No. 28 Jr.

HS, 2733 Espanade Ave. New Roads-Sister Marie Andree, Prin. St.

Joseph Acad, HS, 183 Richey St. Oak Ridge-W. P. Smith, Prin. HS

Olla-J. O. Lancaster, Prin. LaSalle HS, Box 427 Opelousas

Lawrence Emerson, Prin. J. S. Clark HS, Box

Payne Mahfouz, Prin. HS, Box 82 Palmetto—W. F. Sibille, Prin. HS Pineville—R. C. Hale, Prin. HS Pride-O. L. Wright, Prin. HS Princeton-W. H. Martin, Prin. HS Rayville-Robert S. Hargis, Prin. HS

Reeves-George H. Johnson, Prin. HS Ringgold-L. V. Noles, Prin. HS Rosnoke-Archie D. Jowers, Prin. HS, Box

Ruston

R. G. Hanchey, Prin. HS, 1001 Arnold St.

Aubry Land, Prin. Lincoln HS

Bt. Martinville-Sister Mary Lucretia, RSM. Prin, Convent Mercy HS, 217 St. Martin St. Saline George E. Rogers, Prin, HS, Box 118 Sarepta-M. B. Murphy, Prin. HS Shreveport

A. C. Doyle, Prin. Hamilton Terrace Jr. HS, 1105 Louisiana Ave.

James H. Duncan, Prin. C. E. Byrd HS, 3201 Line Ave.

Father Robert E. Walet, S.J., Prin. St. John's HS, 923 Jordan St.

James F. Hawkins, Prin. Midway Jr. HS, 3333 Midway

Ernest B. Miller, Prin. Central Jr. HS, 1627 Weinstock St.

Charles A. Ravenna, Asst. Prin. Byrd HS, 2522 Barret St.

Sister Cornelia Cashore, Prin. St. Vincent's Acad. HS, St. Vincent's Ave. Joe G. Walton, Prin. Linwood Jr. HS, 401

W. 70th St.

Sikes-J. M. Bankston, Prin. HS

Simsboro-James H. Napper, Prin. HS, Box 44 Slidell-L. V. McGinty, Prin. HS

Springhill-Ellis O. Cooper, Prin. HS Start-G. J. Fleischmann, Prin. HS

Sulphur—Bernard S. Walker, Prin. HS Ventress—J. Sidney Miller, Prin. Rougon

Ville Platte

J. D. LaFleur, Prin. HS Alton W. Locks, Box 351

Vinton-Wallace A. Hanna, Prin. HS, Box 216

Vivian-O. C. Sanders, Prin. North Caddo HS Washington-J. O. Hebert, Prin. Grand Prairie HS

West Monroe-Peyton B. Mangum, Prin. HS Westlake-John M. LeTard, Prin. HS, Box 218

Westwego-Edwin C. Harris, Prin. Jr. HS. 300 Fourth St.

Winnfield-J. Andrew Gaulden, Prin. Pinecrest HS, Box 192

Winnsboro-Mark A. Price, Prin. HS, Box

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Auburn

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HS, 853 Washington St.

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Berwick-Lloyd D. Hatfield, Prin. HS Bethel-Elwood F. Ireland, Hdm. Gould

Acad.

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Virgil J. Hinckley, Prin. HS, 709 Pool Rd. Clarence C. LaPlante, Prin. St. Francis Coll. HS, 605 Pool Rd.

Sister Mary Stephen of the Cross, Prin. St. Andre HS, 39 Sullivan St. Sister St. Eva, Prin. St. Joseph HS, Birch

Bingham-John H. Hall, Prin. HS

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Boothbay Harbor-Clifford H. Buck, Prin. Boothbay Region HS

Bradford-Francis G. King, Prin. HS Brewer-Alton L. Black, Prin. HS Bridgewater—Charles A. Davis, Prin. HS Bridgeon—Clifford P. Tinkham, Prin. HS

Brooks-Robert J. Dowling, Prin. Morse Mem HS

Buckfield-Roland M. Mayberry, Prin. HS Calais-Walter R. Leach, Prin. Mem. HS Camden-Richard A. Goodridge, Prin. HS

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Deer Isle—Daniel J. Sullivan, Prin. HS Dexter—Philip R. Mealey, Prin. HS

Dixfield-Harry C. Brown, Prin. HS

Douglas Hill-George K. Cobb. Prin. Potter Acad

Dover-Foxcroft-Tillson D. Thomas, Foxcroft Acad

East Corinth-Clarence L. Pratt, Prin. Corinth Acad.

Bast Machias-Harold L. Grant, Prin, Washington Acad.

East Millinocket-Durward S. Heal, Prin. Schenck HS

Easton-Robert S. Wells, Prin. HS

Eastport-Charles C. Norton, Prin. Shead Mem. HS, 56 Washington St.

Eliot-David P. Pierce, Prin. HS Elisworth-Thurlow Pitts, Prin. HS Fairfield-William R. Wyman, Prin, Law-

Port Fairfield-Daniel E. Center, Jr., Prin.

Preedom-Charles L. Cosgrove, Jr., Prin. Freedom Acad

Presport-Paul N. Ellis, Prin. HS

Pryeburg-John H. Mitchell, Prin. Fryeburg

Gardiner-Raymond E. Stickney, Prin. HS Gorham-N. Allen Savage, Prin. HS, 77 S. St. Greenville-R. M. Diehl, Prin. Sr. HS, Box

Guilford-Edward W. Hackett, Jr., Prin. Piscataquis Comm. HS

Hallowell-John Daker, Prin. HS

Hampden-C. Ford Dyer, Prin. Hampden

Harmony-Charles F. Ross, Prin. HS Harrington-George W. McLaughlin, Prin. Columbia Falls HS

Hartland-Stanford I. Trask, Prin. Hartland

Hebron-Claude L. Allen, Jr., Hdm. H ... Acad

Hinckley-Winfred A. Kelley, Prin Will HS

Hollis—Edward F, Woodbrey, Prin. HS Houlton—Keith K. Thompson, Prin. HS Howland-Otis St. Thomas, Prin. HS Island Falls-Caswell W. Wood, Prin HE

Jackman Station-Sister Claire Yvonne, P-Sacred Heart Acad.

Jonesport-Conrad H. Peacock, Prin. HS Kennebunk-Andrew J. Peterson, Prin Kents Hill-W. W. Dunn, Hdm. Kents Sch.

Rittery-Joseph J. Petroski, Prin. Ro-W. Traip Acad., 19 Love Lane Lee-Fred R. Dingley, Prin. Lee Acad.

Lewiston Brother Gerald, SC, Prin. St. Dominic !

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Girls' Dept., 270 Bates St. Limington—Thomas L. Fairchild,

Limington Acad. Lincoln-Carleton J. Homes, Prin. Mattan cook Acad., 38 School St

Lisbon Palls-Earl W. Higgins, Prin. HS Livermore Falls-Robert B. Merrill, P.

Machias -- Thomas A. Longfellow, Prin. N.

Madawaska-Edgar J. Boudreau, Prin. HS Madison-Donnell D. Graham, Prin. HS Mars Hill-William P. Thomas, Prin. Atm took Central Insti.

Mattawamkeag-George Larlee, Prin. HS Mechanic Palls

Keith W. Cunningham, Prin. Paris HS Ralph L. Richards, Prin. HS

Mexico-Winfred A. Kenoyer, Prin. HS Milbridge-Vernon E. Pettigrew, Prin. HS Millinocket

William W. Hale, Supt. of Schs. Roy M. Hayes, Prin. Stearns HS Sister Mary of St. Viator, RSR, Prin. S Martin of Tours HS, 17 Colby St.

Milo-Joseph P. Reardon, Prin, HS Monmouth-Harold M. Meader, Prin. Mc mouth Acad.

Monson-Harry O. Lent, Prin. Monson Acad Gloucester-Peter J. Stampon. Prin. HS, Box 178

Mewcastle-Nelson W. Bailey, Prin. Line Acad.

Newport-Chester E. Willette, Prin. HS North Anson-Forrest N. Clapp, Jr., Pos Anson Acad.

North Berwick-Frank A. Graf, Prin. HS North Bridgton-Richard L. Goldsmith, Pri Bridgton Acad.

North Haven-Dana A. Smith, Prin. HS Northeast Harbor-Don E. Coates, Prin. Desert HS

Norway-Guy E. Rowe, Prin. HS Oakland-Maxwell D. Ward, Prin. William HS

Old Orchard Beach-Milton W. Knowles Prin. Scarboro HS

014 Town-John W. Abbott, Prin. HS Oruno-Grover B. MacLaughlin, Prin. HS Oxford-Karlton E. Higgins, Prin. HS Patter-Robert D. Tompkins, Prin, Patten

Acad

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Poland—Donald V. Tripp, Prin. V. A. Deane Jr. HS

Poland Spring-Robert W. Blanchard, Prin. Pennell Insti.

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South Harpswell-Charles E. Frost, Prin. Sabattus HS, Rt. 1

South Portland-Daniel F. Mahoney, Prin. HS

South Windham-Thomas G. Burdin, Jr., Prin. Windham HS, Rt. 1

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Embert U. Allen, Prin. Jr. HS

Mother St. Arsene Cailler, Prin. Mt. Merici Acad

West Paris-Clarence R. Reid, Prin. HS West Pembroke-Ciarice S. Munson, Prin. Pembroke HS

Westbrook

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Wilton-Harland L. Keay, Prin. Wilton Acad.

Winslow-Reginald F. Cough, Prin. HS Winthrop-Leland C. Davis, Jr., Prin. HS Wiscasset-Ralph W. Hilton, Prin. HS

Woodland-Noah I. Edminster, Prin. HS Wytopitlock-Marjorle E. Keegan, Reed Plantation HS

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Howard & Centre Sts. Samuel Brown, Prin. Golden Ring Jr. HS.

Philadelphia Rd. at Golden Ring C. Buchwald, Dir. Guid. & Placement, City Schs., Calvert & 23rd Sts.

Alvin Burgess, Vice Prin. Parkville HS, Hiss Ave. & Avondale Rd.

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Alter St. & Bedford Rd. Paul Dowling, Prin. Sparrows Point HS, 901

Greenleigh Rd. Wendell E. Dunn, Prin, Forest Park Sr. HS, 1704 Lakeside Ave.

James R. Hite, Prin. Harvey Johnson Jr. HS, Hill & Sharp Sts.

Evelyn R. Hlubb. Vice Prin. Hamilton Jr. HS, 1213 Lakeside Ave.

Julius G. Hlubb, Vice Prin. Baltimore City

Coll., 1213 Lakeside Ave Nelson F. Hurley, Prin. Parkville Sr.-Jr. HS. Hiss Ave & Avondale Rd

Taylor F. Johnston, Prin, Catonsville HS Maynard W. Keadle, Vice Prin. Golden Ring Jr. HS, Philadelphia Rd. at Golden Ring

John F. Lenny, SJ (Rev.), 720 N. Calvert St. P. L. Moore, Choppin State Tea. Coll. Albert Naeny, Jr., Prin. Dunbarton Jr. HS

M. Parrott, (Mrs.), Prin, Douglass Lillian HS, Gwynn Falls Pkwy. & Pulaski St. Saul M. Perdue, Prin. Carver Voc. Tech. HS.

Bentalou & Presstman Sts. G. Pullen, Jr., State Supt. of Schs., 2 W. Redwood St

Thomas W. Pyles, Supvr. of Spec. Educ., State Dept. of Educ., 2 W. Redwood St. Charles G. Reigner, Pres. the H. M. Rowe Co., 624 N. Gilmor St.

George W. Schluderberg, Prin, Milford Mill Sr.-Jr. HS, 3613 Lochearn Dr.

Richard W. Seltzer, Dir. of Field Services, Md. State Teachers Assn., 5 East Read St John B. Shock, Jr., Prin. Dundalk HS, 1628 Glen Keith Blvd.

Sister Eulalia, Prin. Saint Martin Sch., 36 N. Fulton Ave.

Frank J. Sorreli, 2503 Montebello Terrace Robert A Thomason, Hdm. The Park Sch., 2901 Liberty Heights Ave.

Hermione E. Wharton, Prin. Cherry Hill Jr. HS. Cherry Hill Rd. & Seamon Ave. Joshua K. Wheeler, Prin, Kenwood Sr. HS

Miss Wiese, Lib. Supr., Adm. Bldg., 3 E. 25th St.

George G. Woelper, Prin. Patterson Park HS Pratt St & Ellwood Ave. Henry T. Yost, Prin. Baltimore City Coll.,

1312 E Belvedere Ave. Marguerite Zouck, Prin. Eastern HS. 33rd St. & Loch Raven Blvd.

Bel Air

James S. Collins, Prin. HS, Kenmore Ave. Miss Fisher, Librn. Harford Co. Tchrs. Prof. Lib. 45 E Gordon St.

L. L. Frank, Vice Prin. HS, 502 S. Main St. Beltsville-Lloyd K. Hoover, Vice Prin. High Point HS, 4504 Tonquil St.

Berlin-Wilbur A. Jones, Prin. Stephen Decatur HS

Bethesda

Paul L. Banfield, Hdm. Landon Sch. for Boys, Wilson Lane

Harold Crankshaw, 10006 Parkwood Dr.

Thomas W. Pyle, Asst. Supt. in Charge of Instr., Montgomery Co., 4618 Highland Ave. Reese L. Sewell, Hdm. Longfellow Sch. for Boys, 5100 Edgemoor Lane Emerson P Slacum, Prin. North Bethesda

Jr. HS, Johnson Ave, & Ewing Dr. Dorothy O. Young, Vice Prin. Bethesda-

Chevy Chase HS

Ray Zimmerman, 4507 Maple Ave.

Bladensburg-Harold Daugherty, Prin. Jr. HS, Defense Highway

Bowie-Ulysses S. Young, Dean of Instr., State Tchrs. Coll. Brooklandville—Sister Genevieve Mary, Prin.

Maryvale Trinity Coll. Prep Sch., Valley

Brunswick-David H. Knott, Prin. HS Cambridge

Otis Trice, Prin. HS, 301 Somerset Ave, S. Goldsborough Tyler, Prin. South Dorchester HS, 217 Somersey Ave.

Harold C. Whiteside, Vice Prin. Sr. HS William St.

Catonsville

Samuel Clopper, Prin. Jr. HS. Bloomsbo-Ave

David Driver, Prin. Banneker Sr.-Jr. HS Centreville-Larrie S. Jones, Prin. Kenna Sr.-Jr. HS

Chestert

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Annie N. Dryden, Vice-Prin. Leland Jr. HS James W. Jacobs, Prin. Leland Jr. HS Clarksville-Max A. Smith, Prin. HS College Park

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Flintstone Elsie H. Roland, Prin. HS

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Duvali W. Sweadner, HS Supvr. Frostburg-Wayne W. Hill, Prin. Beall HS Gaithersburg

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Galena-Walter S. Startt, Prin. Sr.-Jr. HS Glen Burnie

Marshal Brown, Prin. Jr. HS Charles W. Whayland, Prin. Sr. HS Sleasem-Emma A. Schad, Box 39-C, Long Green Rd

Great Mills-Jane G. Mattingly, Prin. HS

Desenbelt

Allan I. Chotiner, Prin. High Point HS, 6H Hillside Rd

Francis E. Furgang, Prin. Jr. HS

Greensboro-Bert Hastings, Prin. HS

Magerstown

Carl R. Beer, Prin. South Hagerstown HS. Sharpsburg Pike

Douglas M. Bivens, Supv. of HSs., Bd. of Educ William M. Brish, Supt. of Washington Co.

William L. Donaldson, Dir. of Instr., 9131/2

Hamilton Blvd Frank J. Getty, Prin. Woodland Way Jr. HS, 1611 Cathedral Ave

Harry R. Poole, Prin. Washington Sch., West Washington St.

Glenn Sensenbaugh, Prin. South Potomac Jr. HS. Rt. 1

Hampstead-Stephen A. Lerda, Prin. Jr. HS Hancock-Harold McGraw, Prin. Jr.-Sr. HS, 118 Main St.

Mayre De Grace-Leon S. Roye, Prin. Sr.-Jr.

Enghesville-Howard J. Skidmore, Prin. Jr.

Hyattsville

Edward S. Beach, Jr., Prin. Gwynn Park Jr.-Sr. HS, 1206 Burketon Rd., Chillum

William L. Lynn, Vice-Prin. Northwestern Sr. HS. 5213 56th Ave.

John P. Speicher, Prin. Northwestern HS, Colesville Rd.

Achester-Sister Gertrude, Prin. Trinity Prep. Sch.

Indian Head-J. L. Randle, Prin. Lackey HS Kensington-Willard G. Schumaker, Prin. Jr. HS, East Saul Dr.

Libertytown-Harry Smith, Prin. Liberty Jr. HS

Lonaconing - Jack A. Petry, Prin. Valley HS Karyland Park-John V. Hrezo, Prin. Jr. HS. 505 65th St.

Mount Rainier-James Lauer, Prin. Jr. HS. 30th St. & Queens Chapel Rd.

Mount Savage-Alfred Benna, Prin. HS

Wanjemoy-Joseph I, Cline, Prin. Jr. High & Elem. Schs.

New Windsor-Gilbert D. Martin, Prin. Jr.-Sr. HS

Oakland-Kenneth W. Johns, Prin. Southern Garrett Co. Jr.-Sr. HS

Olney-Philip Garland, Hdm. The Warren Parkton-Harvey W. Kreuzburg, Prin. Here-

ford Jr.-Sr. HS Poolesville-Robert T. Crawford, Prin. Sr.-

Prince Prederick

David L. Dean, Prin. Calvert County Jr.-Sr.

Maurice A. Dunkle, Supt. Calvert Co. Schs. Horace G. Funn, Prin. W. Sampson Brooks Herman A. Hauver, Supyr. HS

Princess Anne-Clarence N. Baughan, Prin. Washington Sr.-Jr. HS

Pylesville-William H. Pyle, Prin. North Harford HS

Beisterstown-L, Lee Lindley, Prin. Frank-

Bidge-Sister Mary Timothy, Prin. St. Michael's HS. St. Mary's Co.

Bockville

Silas E. Craft, Prin. Carver HS E. G. Jewell, Prin. Jr. HS, Park St.

Louis Monk, Prin. Lincoln Jr. HS

William G. Pyles, Prin. Chase HS, 12 Williams St. Bethesda-Chevy Robert Smith, Vice Prin., Richard Mont-

gomery HS Joseph J. Tarallo, Prin, Richard Montgomery

HS Cecil E. Workman, Vice Prin. North Bethesda Jr. HS, 417 First St.

Salisbury

James M. Bennett, Supt. of Wicomico Co.

Wilbur Devilbiss, State Tchrs. Coll.

William Hull, Asst. Prin. HS

Helen C. Wootton, Prin. HS, Spring Hill Rd.

Sandy Spring

Fred L. Dunn, Jr., Vice Prin, Sherwood HS Charles E. Lugar, Vice Prin, Sherwood HS William Miles, Prin. Sherwood HS

Silver Spring

Harold L. Alderton, 100 Sheffield St.

Edward A. Bartlett, Prin. Northwood HS. 10909 Old Bladensburg Rd.

George R. Hitchcock, Prin. Montgomery Hill Jr. HS, 12806 Meadowood Dr.

Elwood B. Mason, Prin. Wheaton Sr.-Jr. HS, 707 Forest Glen Rd.

Charles F. Noble, Prin, Takoma Park Jr. HS. 2500 Evans Dr. Louis Rhodes, Vice Prin. Blair HS, 10817 E.

Nolcrest Dr. Stevenson-Ella R. Watkins, Hdms.

Timothy's Sch. Stevensville-Morris Jones, Prin. HS

Suitland-Theodore H. Wertz, 216 Swann Rd. SE Sykesville-Evan F. Bowers, Prin. HS

Takoma Park-John P. Laurence, Takoma Acad., 8120 Carroll Ave.

Taneytown-Andrew Mason, Prin. HS Thurmont-Elmer Chandlee, Prin. Sr.-Jr. HS

Towson

Michael J. Blee (Rev.), Prin. Loyola HS Dorothy M. Duval, Prin. Woodbourne Jr.

HS. 612 Stevenson Lane Maynard Henry, Prin. Jr. HS, Central Ave.

Joseph B. Hillyard, Prin. HS, 7902 Knoll-

wood Rd. Norris A. King, Dir. of Sec. Educ.,

Educ., Aighurth Manor, Aighurth Rd. Mary A. Litsinger, Vice-Prin. Sr. HS, Cedar

Ave. Union Bridge Henry J. Kanowicz, Prin. Elmer A. Wolfe Sr.-Jr. HS

Upper Marlboro

Ralph L. Angel, Prin. Frederick Sasscer Sr.-Jr. HS

Joseph Edelin, Asst. Prin. Douglass HS William S. Schmidt, Supt. of Prince Georges Co. Scha.

John G. Walker, Jr. Vice Prin. Frederick Sasscer Sr.-Jr. HS

Walkersville-George Barrick, Prin. HS Westminster

Quentin L. Earhart, Prin. Jr.-Sr. HS. 26 Gist Rd

Gerald E. Richter, 59 W. Green St. W Look of

Henrietta Baker, Vice Prin. Wheaton Sr.-Jr. HS, Dalewood Dr. & Randolph Rd. Katherine Martin, Vice Prin. Col. Joseph

Belt Jr. HS, Weller & Goodhill Rds. Williams, Prin. Col. Joseph Belt James B.

Jr. HS, Weller & Goodhill Rds. Robert C. Zimmerman, Vice Prin. Col. Joseph

Belt Jr. HS, Weller & Goodhill Rds. Williamsport-John L. Carnochan, Jr., Prin.

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Adams Harold J. Millett, Prin. Jr. HS Agawam Frederick T. Dacey, Prin. HS Amesbury-Carleton D. Skillings, Prin. HS Amherst

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Bedford

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Birchland Park Jr. HS, Hanward Hill
East Pepperell—Rolfe W. Schoppe, Prin. Pepperell HS

East Weymouth-Wallace L. Whittle, Prin. Weymouth HS

Easthampton-E. Harry Boothby, Prin. HS Edgartown-William A. Reagan, Prin. HS Everett

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Tucker St. Ambrose F. Kelley, Prin. B. M. C. Durfee HS

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Pranklin-Arthur W. Reynolds, Prin. HS

Gardner

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Groton—George W. Hoare, Prin. HS Hadley—Fred C. Riel, Prin. Hopkins Acad.

Hamilton-Peter N. Coffin, Prin. HS Hanover Center-Robert G. Balentine, Prin.

Hanover HS Harvard-George H. Rogers, Prin. Bromfield Sch

Haverhill-E. H. MacLeod, Prin. HS Hingham-John A. Redmond, Prin HS Holbrook-Garland L. Neal, Prin. HS

Holden

Raleigh B. Bubar, Prin. Jr. HS Gordon M. Thomas, Prin. Wachusett Reg.

Holliston-Paul K. Prescott, Prin. HS

Holyoke

James Bower, Jr., Prin. H. B. Lawrence Jr. Henry J. Fitzpatrick, Prin. HS

Robert A. Berquist, Prin. Dutcher St. Sch. Winburn A. Dennett, Prin. HS Hudson-Helen A. Glynn, Prin. HS Hull-John M. Osterman, Prin. Sr. HS Huntington-Francis Crane, Prin. HS

Hyannis-Frederick M. Hodge, Prin. Barnstable HS

Ipswich-Wilbur C. Connon, Prin, HS Jamaica Plain-John B. Casey, Prin. HS Kingston-Lloyd M. Creighton, Prin. Silver Lake Reg. HS

Lawrence

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William F. Pashby, Prin. Breed Jr. HS, Hood St. Lewis J. Thistle, Prin. Eastern Jr. HS, 19

Porter St.

and I com

James A. Booth, Prin. Voc. HS Brother Charles Borromeo,

Catholic Boys' HS John B. Matthews, Prin. HS

Manchester

Arthur W. Danielson, Supt. of Schs., Mem. Sch.

CFX.

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Voc. HS New Salem-H. William Hammond, Ph New Salem Acad.

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Newton

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Newton Centre Donald K. Davidson, Prin. John W. Well Jr. HS

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North Dighton-James J. Dowd, Prin. Digh ton HS

North Easton-Peter C. McConarty, Print Oliver Ames HS

North Quincy-James S. Collins, Prin. HS Northampton Ronald J. Darby, Prin. HS

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Quincy

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Albert H. Woodward, Prin. Walter S. Parker Jr. HS. 45 Temple St.

Behoboth-Dorothy Beckwith, Prin. Anawan

Bevere

Harry Finkelstein, Prin. Garfield Jr. HS Albert Fulchino, Prin. Paul Revere Sch., 13 Hancock St.

William H. O'Connell, Prin. McKinley Jr. HS Augustine C. Whelan, Prin. HS

Bockland-John T. Higgins, Prin. HS

Bockport-John E. Lane, Prin. HS

Boxbury-Winifred H. Nash, Hdms., Mem. HS for Girls

Salem-Chester R. Arnold, Prin. Classical HS Bandwich-Lawrence A. Ovian, Prin. Henry T. Wing HS

Saugus-Ashton F. Davis, Prin. Central Jr. HS & Elem. Sch., 201 Winter St.

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Sheffield-Charles E, Prin. Bybee, Mt. Everett Reg. HS

Shelburne Falls-John P. Thompson, Prin. Arms Acad.

Sheldonville-Warren H. Pressley, Prin. King Philip Reg. HS, 1184 W. St. Shrewsbury-James A. Cooke, Prin. Major

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South Boston

Wilfred F. Kelley, Prin. HS

Sister M. Elenara, Prin. Gate of Heaven HS,

South Deerfield-Daniel W. Alvino, Prin. Frontier Reg. HS

South Hadley Palls-Donald B. Stevens, Prin. HS

South Sudbury-Rexford S. Souder, Supt. of

Southborough-James A. Higgiston, Prin. Peters HS

Southbridge

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Swansea-Helen A. Reagan, Prin. Joseph Case HS

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Isaiah Chase, Prin. HS Gilbert H. Johnson, Prin. Jr. HS, Colburn Bldg.

Weymouth

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White man

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Winchester-Raymond J. Dickman, Prin. Jr.

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John Griffin, Prin, Lincoln Jr. HS Kent W. Leach, Dir. Bureau Sch. Service

Univ. of Mich. Harold M. Logan, Prin. Slauson Jr. HS, # Linda Vista

Gene Maybee, Prin. Tappan Jr. HS Odina B. Olson, Asst. Dir. Univ. HS, Univ. of Mich.

Lawrence W. Prakken, Editor, Education Digest, 330 Thompson St. Nicholas Schreiber, Prin. HS. Clyde Vroman, Dir. of Adm., Univ. of Mid.

1524 Admin. Bldg.

Athens-Duane Hooker, Prin. HS Atlanta-Joe H. Peck, Prin. HS Auburn Heights-Rosco

Crowell, Avondale HS An Gres-Douglas B. Eaton, Prin. HS Bad Axe-Luther M. Lamb, Prin. HS

Baldwin-Vernon F. Moerdyk, Prin. HS Bangor

William J. Giddis, Prin. Jr. HS Glenn Wertenberger, Prin. HS Baraga-Arthur M. Kujansuu, Prin. HS Baroda-William F. Galbreath, Prin. HS

Battle Creek Elmer F. Eschenburg, Prin, Harper Cred Sch., Rt. 2, Box 1198

J. Keith Kavanaugh, Prin. Kellogg Jr. HS Chris J. Klopfenstein, Prin. Southeastern J. HS

Carl A. Lindstrom, Prin. Lakeview Jr. HS Charles H. Miller, Jr., Prin, Springfield Hi 695 Upton Ave.

John W. Postma, Acting Prin. Sr. HS Theodore N. Thomas, Prin. Lakeview Sr. HS Henry J. Walton, Prin. Southwestern J. HS, 153 Harvard St.

Bay City

A. H. Cansfield, Prin. Handy HS, 807 8 Ohio Ave.

Glenn A. Omans, Prin. Central HS. 18 McKinley Ave.

Bay Port Francis LePage, Jr., Prin. Elem. & HS

Belding Jay W. Formsma, Prin. HS Bellaire Burrell G. Smith, Prin. HS Belleville-John P. Ford, Prin. HS Bellevae Frank C. Richardson, Prin. HS

Benton Harbor Keith Henning, Prin. Jr. HS, 129 Brital Ave.

C. A. Semler, Prin. HS Benzonia-Ward Creech, Prin. HS Berkley

Edward P. Harkins, 2240 Buckingham

Walfred Kuijala, Prin. Anderson Jr. HS. 2325 Catalpa

Hugh Sarles, Prin. HS

Newman, Prin. A. D. Bessmer-Walter Johnston HS, 202 W. Leod St.

Sig Rapids—O. Wilson Block, Prin. HS Birch Bun-Marshall Greene, Prin. HS

Birmingham

Richard E. Drager, Prin. Troy Twp. HS. 3179 Livernois

Herbert R. Hengst, Prin. Barnum Jr. HS. 2771 Derby Rd

D. B. Ireland, Supt. of Schs.

Daniel A. Nesbitt, Prin. Derby Jr. HS

Ross A. Wagner, Prin. HS

Bloomfield Hills-Richard J. Spiess, Prin.

Bloomingdale-Leon N. Jager, Prin. HS Boyne City-F. W. Wochholz, Prin. HS Breckenridge-Samuel A. Gravitt, Prin. HS,

Bridgman-Ronald J. Jursa, Prin. HS Brighton-Orville A. Snellenberger, Prin.

HS. 124 S. Second St. Bronson-Gareth W. Heisler, Prin. HS, 335 S. Walker St

Buchanan-Richard Dougherty, Prin. HS Byron-W. S. Ralston, Prin. Agric. Sch. Cadillao-G. H. Mills, Prin. HS, 209 Hersey

Caledonia—Arie C. Van Bree, Prin. HS Calumet—Charles Stetter, Prin. HS, 216 Pewabic St.

Camden-Ronald Reynolds, Prin. HS Capac-Frank J. Spotts, Prin. HS Carleton-Joseph C. Sterling, Prin. Airport HS, 5220 Carleton-Rockwood Rd. Caro-Eldon Kaufman, Prin. HS

Carson City-Stanley Ovaitt, Prin. HS Cedar Springs-John P. Coady, Prin. HS Cement City-Arnold M. Haugen, Prin. HS Center Line

Reginald Eldred, Prin. HS, 26300 Arsenal H. Gordon Motz, Prin. Busch Jr. HS, 6071 Ten Mile Rd.

Centreville-Gladys C. Moore, Prin. HS Charlevoix-Harry E. Bingham, Prin. HS, 303 Mason St.

Charlotte John B. Smith, Prin. HS Jarvis Wotring, Asst. Prin. HS Cheboygan-Robert E. Wood, Prin. HS Chelsea-Charles H. Lane, Prin. HS Clare-William W. Harper, Prin. HS Clarkston-S. F. Goedde, Prin. HS Clawson Carmen W. Root, Prin. Jr. HS

John Volk, Prin. HS Clinton-J. S. Hartman, Prin. HS Coldwater-Kermit Dennis, Prin. HS Coloma-Victor Wier, Prin. HS, 468 Church

Comstock-Richard V. Young, Prin. HS, 5832 E. Mich.

Concord-William L. Finni, Prin. HS Corunna-Holger A. Anderson, Prin. HS Covert-Davis J. Baer, Prin. HS Crystal Palls-Wilbur Schenk, Prin. HS, 108 North Sixth St.

Davison-Rodney Collins, Prin. HS Dearborn

W. Ardis, Prin. Fordson HS, 401 Dorman South Lafayette

Dewey F. Barich, Educational Affairs Dept., Ford Motor Co.

Amy Betts, Asst. Prin. HS

Mary Elizabeth Bice, Asst. Prin. Fordson HS Charles J. Cady, Asst. Prin. Lowrey HS, 22132 Edison L. E. Hotchkiss, Prin. Salina Jr. HS, 5737

Horgen

Harry H. Huller, Prin. Thomas A. Edison Jr. HS. 2201 Elmdale Ave.

J. Lawski, Prin. Edsel Ford HS, 23821 Wilson

Merwin A. Lewis, Prin. Lowrey HS Otto H. Olsen, Prin. HS, 885 Mason

C. D. Reincke, Prin. Bryant Jr. HS, 460 N. Vernon

Sister Marie Isabel, Prin. Sacred Heart HS. 22527 Garrison

Walfrid E. Tomola, Asst. Prin. Salina Jr. HS Don C. Wade, Asst. Prin. Smith Jr. HS

George A. Walhout, Asst. Prin. Thomas A. Edison Jr. HS, 2201 Elmdale Ave. Deckerville-George E. Leckrone, Prin. HS

Deerfield-William E. Martella, Prin. HS Delton-Basil E. Johnson, Prin. Hopkins HS,

Rt. 3 Detour-Donald S. Brumbaugh, Supt of Detour Twp. Sch. Sch.

Detroit Willis W. Bredehoft, Prin. Lutheran HS, 5040 Joy Rd.

Brother B. Lewis, Prin. St. Joseph HS, 1833

Carl R. Christy, Prin. Chadsey HS, 5335 Martin Homer A. Clark, Prin. Redford HS, 21431

Grand River Guy A. Durgan, Prin. Barbour Jr. HS, 4209

Seneca

O. A. Emmons, Prin, Cooley HS, 15055 Hubhell Ward M. Estes, Prin. Redford Un. HS, 26440

Puritan Roland C. Faunce, Prof. of Educ., Wayne

Univ. Roland R. Fraser, Prin. Washington Trade

Sch., 13000 Dequindre Shelby A. Harrington, Prin. Garfield HS,

Edgar G. Johnston, Prof. of Educ., Coll. of Educ., Wayne Univ. Walter E. Kelly, Prin. Salesian HS, 80

Harper Merle L. Kerr, Prin. Hutchins Jr. HS, 8820

Woodrow Wilson Charles S. Lewis, Asst. Prin., Northern HS.

9026 Woodward Gladys M. Little, Prin., Post Jr. HS. 201 E.

Kirby Glenn Longworth, Prin., Nolan Jr. HS,

1150 E. Lantz Julian L. Maline, SJ (Rev.), Reg. Dir. of Educ., Jesuit Educational Assn., 892 W. Boston Blvd.

W. E. Merritt, Prin. Miller HS, 2322 DuBois

Donald A. Murray, Prin, Northern HS, 9026 Woodward

Joseph F. Pinnock, Prin. MacKenzie HS, 9275 Wyoming

Floyd N. Reister, Room 998A, 715 Student Center, Wayne Univ. Bertha M. Robinson, Prin. Central HS, 2425 Tuxedo

I. A. Rodeheffer, 16724 Harlow

Arnold K. Samuelson, Prin. Condon Jr. HS. 1314 W. Grand Blvd.

Frederick L. Schwass, Prin. Burroughs Jr. HS. 8950 St. Cyril Sister Clarita Marie, OP, Prin. Dominican HS

Sister Jane Marie, OP, Prin. St. Theresa HS, 4317 Blaine Ave. Sister M Brigetta, OP, Prin. Visitation Sch., 2015 Webb

Sister Mary Gilbertine, Prin. St. Anthony HS, 5206 Field Ave

John F. Sullivan, SJ (Rev.), Prin. Univ. of Detroit HS, 8400 S Cambridge Ave. Marinus Van Ameyde, Prin. Southfield HS,

24675 Lahser M. Barrett Vorce, Prin. Lee M. Thurston HS,

26255 Schoolcraft Joseph G. Wolber, Prin. Cass Tech. HS, 2421

Second Irvin G. Wolf, Prin, Denby HS, 12800 Kelly Rd.

Dexter-Raymond L. Miller, Prin. HS Dimondale-L. H. Boss, Supt. of Schs.

Dollar Bay-Bruce B. Kettenbeil, Osceola Twp. HS Prin.

Dowagiac -Homer Smull, Prin, Central HS Dowling-Don Randall, Dir. Outdoor Educ. & Clear Lake Camp, Battle Creek Pub.

Dryden-Wallace Leslie, Prin. HS Dundee Wilbur Lewis, Prin. HS Durand-Bertha Neal, Prin. HS

East Detroit

Carroll F. Bratt, Prin. Oakwood Jr. HS,

Robert S. Christenson, Dir. Sec. Educ., Pub. Schs., 15501 Couzens Hubert L. Gander,

Prin. Grant Jr. HS, 17100 Nine Mile Rd.

East Grand Rapids-Roy E. Halladay, Prin. East Jackson-Irene F. Giesen, Prin. HS. 723

East Jordan-Keith R. Annear, Prin. HS.

East Lansing

Byron W Hansford, Asst. Prof. of Educ.,

Mich. State Univ.

Guy H Hill. Dir. HS—Coll. Coop. Div., Mich.

State Univ.

Lee F. Kinney, Prin. HS, 436 M. A. C. Ave. L. R. Liddle, Mich. State Univ., 935B Cherry

J. Luker, Prof. of Educ., Teacher Educ. Dept., Mich. State Univ. George R. Myers, Asst. Prof. of Educ., Dept.

of Teacher Educ., Mich. State Univ. Walter P. Schroeder, Asst. Dir. of Placement, Mich. State Univ.

Julian W. Smith, Asst. Prof. of Educ. V. State Univ.

Eaton Bapids-C. Lester Luce, Prin. HS State St.

Ecorse-Lawrence F. Read, Prin. HS Edmore-Kennard B. Schaibly, Prin. HS Edwardsburg-Charles Bode, Prin. HS Ellsworth-Sheldon Mills, Prin. Banks ?

Erie-Louis P. Poretta, Prin. Mason Jr. E. Escanaba

Brother J. Athanasius, FSC. Prin Name Catholic Central HS, 22nd & T Sts E. E. Edick, Prin. HS

Clarence Zerbel, Prin. Jr. HS Evart-William D. Smith, Prin. HS, Rt 2 Farmington

James A. Geiger, Prin. HS Gerald V. Harrison, Asst. Supt. of Schs. Fennville-William A. Sexton, Prin. HS Fenton-H. Richard Johns, Prin. HS Ferndale-John J. Houghton, Prin. Land HS, 600 W. 9 Mile Rd.

Flint

Jonathan J. Baker, Prin. Bentley HS R. H. Bechtold, Registrar, General Mot Insti

Richard T. Boyd, Prin. Lowell Jr. HS Vincent E. Dailey, 605 Warren St. Gladys M. Dillon, Prin. Mandeville HS. W. Bristol Rd.

Garret E. Ebmeyer, Prin. Longfellow HS Jeanne Ann Ewing, Chairman of Jt. F. Com., R.N. Mandeville Sch., 1024 W. Br.

Reo W. Gonser, Prin, Kearsley HS, 3 Richfield Rd.

Lowell E. Grant, Prin. Whittier Jr. HS.

Crapo St. Guy V. Houston, Prin. Northern HS. E. McClellan St. Frank L. Kinney, Prin. Beecher Jr. HS Hilmer Olson, Prin. Tech. HS, 1018 Maxim

Martin Perono, Prin. Utley HS, 1591 Grah Sanford M. Rutlin, Prin. McKinley Jr. B 3411 Sunset Dr.

Melford Ruud, Prin. Zimmerman HS Sister Mary of Good Counsel, Prin. Redeem HS, G-3473 Deming Rd.

Philip H. Vercoe, Prin. Central HS Harold I. Westcott, Prin. Emerson Jr. B 220 W. McClellan St.

Levant R. Wheaton, Prin. Dye Comm. Sch Plushing-Bertrand D. Long, Prin HS Praser-Stanley L. Shook, Jr., Prin. HS Fremont

Arthur Bultman, Prin. HS John E. Naber, 210 East Pine Gallen-Lucille Allen, Prin. HS Garden City

James J. McCauley, Prin, Burger Jr. H8 H. Don Scott, Prin, HS, Box 68 Rupert A. Walters, Dir. of Special Service Pub. Schs., 31924 Balmoral St.

Gladwin-Robert Gravelle, Prin. HS Glen Arbor Charles W. Shinn, Hdm., To Leelanau Schs.

Gobles-Chester Koceski, Prin. HS

Goodrich-Roy Stacey, Prin. HS Grand Blanc-Hazel Dowd, Prin. HS Grand Haven

Steve Mead, Prin. Jr. HS Glenn H. Olson, Prin. Sr. HS

Grand Ledge-Earl J. Lawrence, Prin. HS Grand Bapids

Byford Barr, Prin. Jr. HS

Mel Buschman, Dir. Reg. Center, Mich. State Univ., 148 Ransom St., N. E. Sherman Coryell, Prin. South HS, 110 Hall

St. S. E.

Gerrit Devries, Prin. South Christian HS, 160 68th St. S. W

Emery T. Freeman, Prin. Burton Jr. HS, 2133 Buchanan St. S. W.

Robert W. Fry, Prin. Kelloggsville HS, 4741 S. Division

Maurice Gillender, Prin. Godwin Heights HS James P. Hoekenga, Asst. Prin. Christian HS. 1340 Fuller Ave.

R. Post, Prin. G. R. Christian HS, 415 Franklin St. S. E.

Robert J. Stark, Prin. Union HS, 615 Turner Ave. N. W.

S. R. Upton, Prin. Central HS

Russell L. Waters, Prin. Creston HS Howard Wickett, Dir. of Sec. Educ., Board of Educ., 143 Bostwick St. N. E.

Elmo Wierenga, Prin. Ottawa Hills HS, 1050 Iroquois Dr.

Reuben L. Young, Prin. Lee HS

Grandville—William J. DeWitt, Prin. HS, 2146 Newport St. S. W.

Grass Lake-Stanley A. Sosnouski, Prin. Comm Sch., 1661 Wolf Lake Rd

Grayling-Henry Sherry, Prin. HS Greenville

Edith W. Briggs, Prin. Jr. HS Howard B. Dalman, Prin. HS, 507 South Clay St.

Grosse Re-Marshall E. Gingrich, Prin. HS. 23270 E. River

Grosse Pointe

D. R. Campbell, Dean of Boys HS, 11 Grosse Point Blvd

Walter R. Cleminson, Prin. HS, 351 McMillan Charles Leavitt, Prin. Pierce Jr. HS, 1445 Somerset

Vincent L. Peterson, Prin. Parcells Jr. HS, 403 Moran Rd.

Gwinn-William Hemmila, Prin. HS Rale-Carl T. Bergstrom, Prin. HS Hamtramck

Henry Collins, Prin. HS

Orlo J. Robinson, Prin, Copernicus Jr. HS Rancock-Sylvia J. Eskola, Prin. HS Harbor Beach—John C. Noell, Prin. HS Harper Woods—Osborne H. Day, Prin. HS.

20225 Beaconsfield Rarrison-Robert M. Larson, Prin. HS

Hart-Wendell P. Hill, Prin. HS Hartford-A. M. Collins, Prin. HS Hartland-O. Paul Krueger, Prin. HS Raslett-Frederick Jappinga, Prin. HS Rastings-D. R. Gill, Prin. HS

Hazel Park H. H. Beecher, Prin. HS, 22750 Highland St John Rd.

Wayne Forester, Prin. Lacey Jr. HS, 22929

Elmer H. Miller, Asst. Prin. HS Hesperia-David McKenzie, Prin HS Hickory Corners-Virgil W. Hill, Prin. Kellog HS

Highland Park-D. L. Pyle, Dir. of Sec. Curric. & Research, Board of Educ.

Hillman-Stanley Terry, Prin. HS Hillsdale-E. C. Henry, Prin. HS Molland

Bernice Bishop, Prin. E. E. Fell Jr. HS Austin J. Buchanan, Asst. Prin. HS Raymond Holwerda, Prin. Christian HS John J. Riemersma, Prin. Sr. HS

Holly-Raymond Barber, Prin. HS, 133 Park Holt-Robert E. Schiefer, Prin. HS Homer-Robert E. Edgerton, Prin. HS, 219

Everett Honor-Floyd Hindbaugh, Prin. HS Hopkins-Warren L. Frosch, Prin. HS Howard City-Herbert J. Peck, Prin. HS

Howell

W. A. Christopherson, Asst. Prin, HS Theodore Krieger, Prin. HS, 183 Riddle St. Hudson-Margaret L. Osgood, Prin. HS Hudsonville-Walter A. DeJong, Prin, HS Ida-Russell Baker, Prin. HS Imlay City-Richard P. Wheeler, Prin. HS

Inkster

J. S. Blanchette, Prin. Fellrath Jr. HS Henry E. Fortson, Prin. HS. 3250 Middlebelt Rd

Iron Mountain

Caroline F. Hofer, Prin. HS Amos Marston, Admin. Asst. Jr. HS, 903 Park St.

Ironwood-Sister M. Rosalima, Prin. St Ambrose HS Ishpeming-Fred Gehlhoff, Prin. HS,

Wabash Ithaca-Daniel M. Mahoney, Prin. HS

Jackson

Frank J. Dove, Asst. Dean, Jackson Jr. Coll. L. D. Gieseler, Prin. Frost Jr. HS Fred B. Heuer, Prin. Northwest Jr. HS Robert D. Hoffman, Prin. Vandercook Lake HS, 800 E. McDevitt

W. Earl Holman, Prin. HS M. Sommers, Instr. Dept., Bd. of Educ., 290 W. Michigan Ave.

Jonesville-Robert Hill, Prin. HS

Kalamazoo Roy C. Bryan, Prin. Western State HS

Nelson J. Budde, Prin. South Jr. HS O. I. Frederick, Dir. Research Div., Western Mich. Coll. of Educ.

Winifred C. MacFee, (Mrs.), Educational Service Lib., Western Mich. Coll. of Educ. Eugene S. Thomas, Prin. Central HS James J. Veltkamp, Prin. Christian HS, 820

John St. Kalkaska-James W. Wind, Prin. HS Keego Harbor-Donald C. Weed, Prin. West Bloomfield HS

Kingsford Fred J. Myners, Prin. Garden Village HS Albert Treado, Prin. HS

Kingston-Irvin Hayward, Prin. HS Laingburg-Raymond O. Nash, Prin. HS Lake Orion-James D. Hoag, Prin. HS

Lakeview-Orman A. Kirk, Prin. HS L'Anse Paul K Ward, Prin. L'Anse Twp. HS. 514 Third St. Lansing

Deane Burnham, Prin. Pattengill Jr. HS Jean DeBoer, Prin Mich. Sch. for the Blind Catherine D. Dettling, Asst. Prin. Walter H. French Jr. HS. 2216 Beal Ave. Hyrtl C. Feeman, Prin, Walter French Jr.

HS. 928 Green

Harold E. Jacobson, Pub. Schs., 419 No. Capitol

E Dale Kennedy, Exec. Secy., Mich. Sec. Sch. Assn., M. O. Box 480 Benjamin R Leyrer, Prin Everett HS, 3426 South Cedar

Robert E. Lott, Prin. West Jr. HS Robert Maunder, Prin. Otto Jr. HS. 500 E. Thomas

Christian H. Roosenraad, Prin. J. W. Sexton

Sister Matthew Ann. OP. Prin. Resurrection

Burton K. Thorn, Educ. Consul., Dept. of Pub. Instr. Lean S Waskin, Chief of Curr. Services,

of Pub. Instr. Don S. Wheeler, Prin. Eastern HS
Lapeer A E Seaton, Prin. HS
Lawrence Clarence Lubbers, Prin. HS Lincoln Park Arnold Gregory, Prin. HS Linden David E. Bant, Prin, HS., Tickner St.

Litchfield-Robert Swartz, Prin. HS Livonia

Cecil Alford, Prin. Bentley HS., 11435 Fair-James Casebere, Prin. Riley Jr. HS., 3227

Five Mile Rd. William McMurtrey, Prin. Whitman Jr. HS.,

32306 W Chicago Max A. Millerd. Prin. Clarenceville HS., 20210 Middlebelt Rd.

Lowell -- Stephen R. Nisbet, Monroe Ave. HS.,

Ludington Phil Hartman, Prin. HS Luther A. M. Schroeter, Prin. HS Mackinaw City-Francis H. McMahon, Prin.

Madison Heights-George Hoyt, Prin. Lam-

Mancelona-Archie F. Cook, Mancelona Twp.

Manchester-Robert S. Duhan, Prin. HS Manistee Norbert Radtke, Prin. HS Manistique Carl Olson, Prin HS

Manton - Hessel S. Shotwell, Supt. of Schs. Marine City-E. J. Trudell, Prin. HS., 653

Marlette Wendell E. Brenner, Prin. HS Paul M. Kotila, Prin. Graveraet HS., 611

Thomas A. Phillips, Prin. Pierce HS

Marshall-E. G. Rose, Prin. HS Martin

Robert D. Brandon, Supt. Rural Agric, Sch. Gilbert Chilcote, Prin. HS Marysville

Omer P. Bartow, Prin. HS., 2629 South River

Stanley Hardman, Prin. Jr. H8. 4 Vermont

Mason-Forrest A. Rinehart, Prin. HS Mayville—A. L. Gohs, Prin. HS Melvindale—Robert C. Nunn, Prin. Prin. 2 18656 Prospect Ave.

Menominee-James A. Murray, Prin : 1604 16th Ave.

Mesick-Raymond C. Kahler, Prin HS Michigan Center-Orville C. McLaury P. HS Middleville-Milford T. Mason, Prin. The

apple-Kellogg HS Midland Allen Jones, Prin. Central Inter. Sch. 1

W. Indian Mahlen H. Moore Prin. Sr. HS.,

Harold St. Herbert Stoeri, Prin. Northeast Inter. St. Milan

Daniel Hutchens, Prin. Jr. HS Andrew McCulloch, Prin. HS

Milford-Gerald R. Rasmussen, Prin. H 630 Hickory

Millington-Edward W. Schell, Prin. HS Monroe Robert M. Curtis, Prin. Lincoln Jr. HS

Raymond Kessler, Prin. Jefferson Jr. HS Delton Osborn, Prin. HS Harold C. Rapson, Prin. Cantrick Jr. H

Riverview Ave. John Sisco, Asst. Prin. Custer HS Montague E. G. Townsend, Prin. HS Montrose Arthur G. Heimburger, Prin. E Mount Clemens

Harold E. Jones, Prin. HS Fred V. Pankow, Prin. L'Anse Creuse Hi 2733 S. River Rd.

Mt. Morris—John Prevost, Prin. HS Mt. Pleasant Carlo C. Barberi, Prin. HS

Emil S. Gavlak, Research Consul., Centra Mich. Coll. John W. Wiley, Prin. Jr. HS

Munising-W. Howard Berkel, Prin. Mail HS

Muskegon

Murel Burdick, Prin. Sr. HS., Southern Art George S. Carlson, Prin. Froebel Jr. HS Paul DeVette, Jr., Prin. Nelson HS. 146 Eighth

Donald L. Ihrman, Asst. Prin. HS Lawrence J. Kozal, Prin. Central Jr. HS. 2301 Hadden

Leo Redmond, Prin. Bunker Jr. HS., 15 E. Isabella Ave. Muskegon Reights

H. A. Kruizenga, Prin. HS., 2424 Maffett St Robert W. Murray, Prin. Central Jr. HS 2216 Baker St. Wapoleon-Derek Morris, Prin. HS

Washville Orlo V. Burpee, Prin. Kellogg Wazareth-Sister Bernard Marie, Nazareth Acad.

Negaunee R. K. Richards, Prin. HS. 18 East Clark

New Baltimore-Robert Burgoyne, Anchor Bay HS New Boston Charles M. Greig, Prin. Hurd

New Buffalo-Richard Slater, Prin. HS

New Mavon-Charles K. Wisuri, Prin, HS Bowberry-J. L. DeCook, Prin. HS

Miles

Homer J. Hatcher, Prin. Jr. HS Walter J. Zabel, Prin. HS

North Branch

Wesley Clayton, Supt. North Branch Twp. Rural Agric, Sch

Jack Vincent, Asst. Prin. HS

Borth Muskegon-Vincent M. McGugan, Prin.

Borthport-K. E. Lautzenheiser, Supt. of

Forthville-E. V. Ellison, Prin. HS., 552

Oak Park

Francis V. Baad, Prin. Sr. HS Lawrence H. J. Valade, Prin. Jr. HS, 13701 Oak Park Blvd.

Okemon-Joseph Arasim, Prin, HS Olivet-A. Fern Persons, Prin. Walton Twp. Unit Sch

Onaway-James O. Ritchie, Prin. HS Ortonville Aldor Wepfer, Prin. HS
Occoda G, Sutherland Hayden, Prin. HS
Otago H, S, Myers, Prin. HS

Owosso-Carl W. Blood, Prin. HS Oxford-H. B. Johnson, Prin. HS., 60 W.

Burdick. Paincodale-Walter J. Davis, Prin. Jeffers HS

Parma-Robert A. Jackson, Prin. HS., 842 N. Parma Rd.

Paw Paw-William T. Ward, Prin. HS Petersburg-Malcolm P. Gravelle, Prin. HS Petoskey-W. E. Luttmann, Prin. HS Pinconning-Henry Uhlmann, Prin. HS Plainwell-W. C. Ensfield, Prin. HS

Plymouth-Carvel M. Bentley, Prin. HS., 1381 Sheridan

Pontiac.

Thad Carr, Prin. Waterford Twp. HS Ralph S. Forman, Asst. Prin. Lincoin Jr. HS. 131 Hillside Dr.

C T. Forshman, Asst. Prin. Sr. HS., 250 W. Huron St.

Norman H. Kuijala, Prin. Washington Jr. HS, 710 Menominee

Kenneth Nagley, Prin. Eastern Jr. HS., 25

South Sanford St. Francis W. Staley, Prin., HS., 250 W. Huron Elisworth Sturdy, Asst. Prin. Eastern Jr.

HS., 25 South Sanford St. Phillip J. Wargelin, Prin, Lincoln Jr. HS., 131 Hillside Dr.

George R. Yansen, Prin, Madison Jr. HS Port Huron

John Henry Burde, Jr., Prin. Grant Jr. HS., 3000 Electric Ave.

Clare E. Burnell, Prin. Washington Sch. Tenth & White Sts.

Charles A. Robinson, Prin. Chippewa Jr. HS., 2800 Chippewa Trail

A. Springer, Prin. Garfield Jr. HS., 912 Tenth Ave.

M. J. Tomlinson, Prin. HS., 1916 Ninth St. Portage—Arland F. Martin, Prin. Twp. HS Portland—Edwin R. Bailey, Prin. HS Quincy-Dean M. Vanlandingham, Prin. HS Bavenna Donald DeChow, Prin. HS., Box 63 Reading-Richard Fransted, Prin. HS

Bood City Godfrey T Norman Supt of School

Michiganal

Kenneth E. Musson, Prin. HS

Sister M. Emmanuel, Prin. St. Augustine HS. 68047 South Main

River Rouge

C. E. Horton, Prin. HS., 1411 Coolidge Highway

L. Rogers Liddle, Asst. Prin. HS

Rockford-Loren A. Disbrow, Prin. HS., 9 North Fremont

Bogers City-Milton J. Hoffer, Prin. Rogers Twp. HS

Bomeo-Harold F. Barr, Prin. HS

Romulus

Glenn McAdams, Prin. HS Clarence H. Schants, Asst. Supt. of Sec. Educ.

Roseville

Stephan L. Beban, Prin. Eastland HS., 18320 Eastland

Raiph E. Erickson, Prin. Burton Jr. HS John A. McLeod, Asst. Prin. HS L. B. Williams, Asst. Prin. HS

Royal Oak

G. Bruce Feighner, Prin. Addams Jr. HS Edward W. Hoot, Prin. Kimball HS Fred Pieper Prin, Lyon Jr. HS Sister Dorothes, Prin. Shrine of Little Flower 3500 W. 13 Mile Rd.

Walter K. Walborn, Prin. Royal Oak-Don-dero HS, 709 N. Washington

Saginaw

Ira M. Brock, Prin. Arthur Hill HS Irving W. Burtt, Prin. Central Jr. HS Floyd E. Byron, Prin. North Inter. HS

M. M. Guy, Prin. South Inter. Sch. A. B. Haist, Dir of Sec. Educ., Pub. Schs. 544 Millard St.

Dwight W. Stevens, Prin. Webber Jr. HS Ward E. Tibbett, Prin. HS St. Charles-Eldon Fuller, Prin. HS

St. Clair-Jacob G. Milliken, Prin. HS St. Clair Shores

Wesley E. Black, Dir of Sec. Educ., Pub. Schs.

Robert B. Hallock, Prin. South Lake Jr. HS William M. Rasschaert, 21712 Revere Blvd. Robert H. Schaublin, Prin. Lakeview HS Elizabeth Sheppard, Prin. Lake Shore HS

St. Ignace-Donald Wachter, Prin. LaSalle HS

St. Johns-B. Stanley Pocuis Prin. Rodney Wilson HS, 209 North Ottawa St. Joseph-Malcolm R. MacKay, Prin. HS

St. Louis-David Scafasci, Prin. HS., 504 E. Saginaw St.

Saline

Elmer L. Houghton, Prin. Sr. HS Charles Jaquith, Prin. Jr. HS Saranac-Harol C. Haskins, Prin. HS

Sault Ste. Marie Elmer J. Bares (Rev), Prin. Loretto HS. 326 Armory Place

Harold W. Bruce, Prin. HS Jack Rombouts, Prin. Jr. HS Schoolcraft—Hector C. Grant, Prin. HS Shepherd—Robert H. Bates, Prin. HS Sheridan-Granville B. Cutler, Prin. HS bouth Haven Gienn H. Cowles, Prin. Eau Claire HS Edwin F. Grunst, Prin. HS South Lyons Gerald Hartman, Prin. Sr. HS Richard L. Snyder, Prin. Jr. HS
Sparta—Robert K. Todd, Prin. Jr. HS
Stanton—Orval E. Corner Prin. HS
Stevensville—Wendell C. Boersma, Prin. HS Sturgis-Robert M. Miller, Prin. HS Swarts Creek-Eldon W. Buell, Prin. HS Tawas City-Ernest W. Jordan, Jr., Prin. Area HS Taylor Center-Anthony S. Matulis, Prin. HS Tecumseh-Neville L. Hart, Prin. HS Temperance Russell Curtis, Prin. Bedford Jr. HS Arthur Maschke, Prin. Bedford HS

307 West St. Traverse City

George R Anderson, Asst. Prin. Central HS William W Novak, Prin. Central HS F. Sundquist Prin. Slocum Truax HS. 2340 Third St. Union City-William Adams, Prin, HS

Three Bivers -Edmund W. Blank, Prin. HS.

Unionville Robert M. Cartwright, Prin, HS

Alian E. Hinsdale, Prin. HS

John McRoberts, Prin. Eppler Jr. HS Van Dyke Walter E

Valter E Bradley, Dean South Macomb Comm Coll. 22900 Federal Alger O. Chapoton, Prin, Lincoln Jr. HS. 22100 Federal

Willard P. Fensch, Prin. Lincoln Sr. HS. 22100 Federal

Kenneth K Kistner, Prin. Fitzgerald HS Vassar-Orval G. Jagger, Prin. HS., 2550 Third St

Vermontville - David McDowell, Prin, HS Vicksburg - William H. Taylor, Supt. of Schs. Wakefield Harry B Sutter, Prin. HS Waldron David H. Ponttz, Prin. Wright

Twp. HS Walled Lake

Murray L. Adams, Prin. Jr. HS Evard V. Ayres, Prin. Sr. HS Warren -Albert Bever, Prin. HS Watervliet-Richard L. Rogers, Prin. HS

Paimer R. Brown, Asst. Prin. Mem. HS William J. Groves, Prin. West Jr. 37605 Glenwood HS. Walter Henke, Prin. South Jr. HS

Waidman-Michael S. McHugh Prin. Sher-man Twp. Rural Agric, Sch.

White Cloud-Elmer L. Kangas, Prin. HS White Pigeon

Wayne L. Dury, Box 331
Wayne J. Fudge, Prin. HS
Whitehall—Terrence J. Flower, Prin. White

Whittemore-Aaron Manwaring, Prin. HS Willow Eun-Freeman H. Vaughn, Prin. HS Woodland-Harold Stannard, Prin. HS Wyandotte

N. Cobb, Prin. Heintzen Sch. Jesse Dalley, Prin. LaBadie Jr. HS John W. Littlejohn, Asst. Prin. Lincoln Jr.

Elmer H. Simmons, Prin. Riverview HS Clarence J. Whitney, Prin. Roosevell F. Yale-John V. Wark, Prin. HS Ypsilanti George W. Canfield, Asst. Prin. HS Randall F. Coates, Prin. Lincoln Coa. of Mich State Normal Coll. Ralph Gesler, Asst. Dir. Eastern Mich. Coll. R. Stanley Gex, Head of Dept of L

Eastern Mich. Coll. Alvin L. Joslyn Asst. Prin. HS L. W. Menzie, Prin. Roosevelt Sch. Norris Wiltse, Prin. HS., 210 W. Cross S

Zeeland Ray Brummel, Prin. Jr. HS., 213 Divis Raymond Lokers, Prin. HS

MINNESOTA

Adams-Grant E. Peterson, Prin. HS Adrian - Harold W. Satterlund, Prin. HS Aitkin-Frank D. Rukavina, Prin. HS Akeley-George Rogers, Prin. Jr.-Sr. HS Albany—Ralph E. Sauer, Prin. HS Alberta—Daniel Mjalsness, Prin. HS Alden-Earl Gramling, Prin. HS Alexandria George B. Anderson, Prin. Jr. HS

B. Rykken, Prin. Sr. HS Alvarado-Ellen C. Smith (Mrs.), Prin E Annandale-Richard W. Harwood, Prin Anoka

Gerald E. Huston, Prin. HS Mark W. Klonowski, Prin. Jr. HS Appleton-Elmer H. Aagesen Prin. HS Austin Glenn H. Darling, Asst. Prin. HS Doron L. Warren, Asst. Prin. Jr.-Sr. HS Ray M. Wescott, Prin. HS

Backus—Jacob D. Kenyon, Prin. HS. Box Badger—Curtis E. Sather, Prin. HS Bagley

Raiph A. Larson, Prin. Sr. HS, Box 463 Phillip C. Stoltenberg, Prin. Jr. HS Barnesville-Fredrik M. Gislason, Prin Barnum-Jesse E. Skellenger, Prin. F. Barrett-Alden M. Blixrud, Prin. HS Battle Lake—James L., Rude, Prin, HS Baudette—Cyril E. Pepera, Prin, HS. 844

Bemidji

Chauncey A. Prange, Prin. Jr. HS Ray H. Witt, Prin. HS

Benson-J. A. Grimstad, Prin. HS Bertha-William A. Uhrich, Prin. Bertha Hewitt HS

Bigfork-Sulo J. Herrala, Prin. HS Biwabik-Albert T. LaZella, Prin. Hon Mann HS

Blackduck-Richard N. Rosten, Prin. Box 203

Bloomington

Charlotte C. Lehman, Prin, Jr. HS. 10 Penn Ave. S.

Ellis K. Schweickhard, Prin. Sheridan HS, 10500 Nicollet Ave.

Blue Barth Alice T. Paulson, Prin. 125 W. Eighth St. Braham-Leslie Lindell, Prin. HS

Brainerd—Glenn B. Blackford, Prin. Was ington HS

Breckenridge Kenneth Thompson, Prin. HS Bricolyn - William T. Hents, Prin. HS Broom Peter J Johnson, Prin. HS, Box 86 Browns Valley-John C. Bambenek, Prin. HS Brownton-Elwood C. Guanella, Prin. HS Pahl-Harold K. Savre, Prin. HS

Butterfield—Henry J. Bartel, Prin. HS

Byron—George A. Tufvander Prin. HS

Caledonia—John E. Rolfing, Prin. HS

Cashy—David W. Meade, Prin. HS Cannon Palls-Menser L. Anderson, Prin. Comm. HS

Cariton-Frank L. Ambrozich, Prin. HS Ceylon-Reuben E. Koenig, Prin. HS Chatfield-Dale S. Haugen, Prin. HS - Annual Control

H 8 Hedman, Prin. Sr. HS Hale C. Hickman, Prin. Jr. HS Ethan R. Steffensrud, 205 Sixth St., N. W Clara City-Clarence E. Miles, Prin, HS. Box 595 Clariesa-Robert E. Martinka, Prin. HS

Clearbrook-Stanley J. Baraga, Prin. Jr.-Sr.

Gloquet-Frederick E. Wolner, Prin. HS Cokato-Ernest H. Pederson, Prin. HS Coleraine-David O. DeMarais, Prin. Greenway HS

Collegeville-Stanley Roche (Rev.), Prin. St. John's Prep. Sch

Comfrey-George Zabee, Prin. HS Cottonwood-Richard S. Froiland Prin. HS Crookston-Sister Marie Anthony, Prin. St. Joseph's Acad.

Grosby-B. L. Pehrson, Prin. Crosby-Ironton

Cyrus-Edward D. Magnuson, Prin. HS Delavan-Arthur L. O'Neil, Prin. HS Detroit Lakes

Casper H. Hegdal, Prin. HS George C. Simson, Asst. Admin. Pub. Schs.

George A. Beck, Prin. Central HS Glenn H. Card, Prin. Lincoln Jr. HS, 2428 W. Fifth St. G. Dell Daedo, Prin. Denfeld HS, 44th Ave.

W. & Fourth St.

Karl Goerz, Prin. Ordean Jr. HS Thomas W. Mitchell, Prin. East Jr.-Sr. HS. Hawthorne Rd. & Fourth St. Kenneth J Talkovich, Asst. Prin. Central HS

Helene D. Wheeler, Prin. West Jr. HS East Grand Forks—Elmer S. Eid, Central HS

Echo-Glen L. Larson, Prin. HS Edgerton-James H. Brovold, Prin. HS Elbow Lake—O. S. Larson Prin, HS Elk River—Ernest R. Vandenberge, Prin, HS Elkton-James C. Poole, Prin. HS Ellendale-A. P. Lea, Prin. HS Ellsworth-Robert L. Rock, Prin. HS Elmore-Raymond H, Pearson, Prin. HS

My-W. V. Langen, Prin. Mem. Jr.-Sr. HS, Box 248 Brakine-Jens R. Ree, Prin. HS

Esto-George W. Kerestes, Prin. Lincoln HS Evansville—Joseph L. Benson, Prin. HS
Eveleth—Lawrence M. Jacobson, Prin. Sr. HS

Harold I. Larson, Prin. Minnetonka HS, 264 Lake St.

Lorimer R. Palmer, Prin. Deephaven Jr. HS Fairfax-Reinhold A. Jonason, Prin. HS

Palroont

Gerald O. Barger, Prin. Jr. HS J. W. LeFor, Prin. HS

Pari bault

Gerald L. Kieffer, Prin. Shattuck Sch. Louis L. Kramer, Prin. Minn. Braille & Sight Saving Sch.

Willard C. McKinny, Prin. HS Sister M. Vincentine Prin. Bethichem Acad. Sister Martha Robbins, Hdms. St. Mary's

Parmington-Leslie H. Kloempken, Prin. HS Pertile—Clifford C. Stienstra, Prin. HS Poley—Robert W. Carriere, Prin. HS Porest Lake-Floyd W. Cohoen, Prin. HS Poeston-A. M. Korpi, Prin. HS

Prates

Donald J. Eveslage, Prin. Sr. HS Anna I. Johnson, Prin. Jr. HS

Prontenso-Sr. M. Jerome Lauer, Prin. Villa Maria Acad.

Prost-Paul A. Grams, Prin. HS

Pulda-Wallace G. Behm, Prin. Comm. HS.

Gary-Theodore Olson, Prin. HS Gilbert-William J Kaezrowski, Prin HS Glencoe--Knute Kiland, Prin HS Gienville-Quinn Brunson, Prin Consol HS Glenwood-Jack G. Carlson, Prin. HS Goodhue-Arnold P. Schultz, Prin. HS Goodridge-Robert Baeckman, Prin. HS Graceville—Karl P. Graeber, Prin. HS Grand Meadow—Adolph J. Leonhardi, Prin.

Grand Rapids-C. N. Mickelson, Prin HS Granite Falls-Stanley A Wignes, Prin HS Greenbush - Similey A wignes, Frin HS Grey Eagle-John T. Panzetta, Prin HS Grove City - Calvin H. Dreier, Prin HS Hancock-Harold C. Grams, Prin HS Hawley-Howard M. Wergeland, Prin HS Hector-Hans L. Sonsteng, Prin HS Henderson—Gene Erickson, Prin Comm HS Hendricks—Bruce O. Govig, Prin HS Henning-William R. Fuhrman, Prin. HS.

Box 491 Herman-Charles L. Matthew, Prin. HS Heron Lake-Harold Haugejorde, Supt. of Schs.

Hibbing

Donald E. Holycross, Prin. Lincoln Jr. HS Bernard Janesky, Asst. Prin. Lincoln Jr. HS Paul D. Kinney, Asst. Prin. Sr. HS Kenneth L. Pederson, Prin. Sr. HS Hills—O. A. Joneson, Prin. HS Hinckley-Elizabeth Schade, Prin. HS Hoffman -Charles R. Bruning, Prin. HS Holdingford-Edward P. Lowe, Prin. HS

Box 416 Hopkins Prescott C. Cleveland, Hdm. Blake Sch.,

Blake Rd. Donald R. Coppins, Prin, Jr. HS A. E. Edstrom, Prin. Sr. HS Leroy D. Holden, Asst. Prin. Sr. HS Howard Lake-Howard L. Ridgeway, Prin. HS, Box 451

Huntley-Thomas R. Leimer, Prin. HS

Eutchinson-Ralph W. Bergstrom, Prin, Jr .-Sr. HS. 100 Glen St. S.

International Palls

Stanley Hellfloid, Prin. Backus Jr. HS. Box 963

John O. Kalstad, Prin. HS

Iron-Leonard N. Ojala, Prin. Cherry HS Isle-C. Dean Urness, Prin. HS

Ivanhoe-H. E. Johnson, Prin. HS Jackson-Otto J. Berg, Prin. Sr. HS, 910 South St Jasper-Norman M. Hoyme, Prin. HS, Box

Jeffers-William H. Richardson, Prin. HS Jordan-Joseph E. Knapp, Prin. HS

Karlstad-Gary S. Olson, Prin. HS Keewatin-Dan B.

Dasovic, Prin. R. L. Downing HS, Box 277 Kelliher-Walter Hard, Prin. HS, Box 123

Kennedy-Rendell L. Gunderson, Prin. HS Kenyon-Phillip H. DeWolfe, Prin. HS Kiester-Harold J. Lewis, Prin. HS

Kimball-Robert H. Smith, Prin. HS Lake Benton-Hugh D. Schoephoerster, Prin.

Lake City-Milton G. Boock, Prin. Lincoln

Crystal-Robert E. Clappier, Prin. Garden City HS, Box 101 Lake Wilson-Leo C. Boyle, Prin. HS

Lancaster-Otto Frank, Prin. Consol. Sch. LeCenter-Agnes E. Sohler, Prin. HS LeBoy-Vernon S. Larson, Prin. HS Box 571 LeSneur-Kenneth H. Von Wald, Prin. HS Litchfield-Howard O. Buska, Prin. HS

Little Falls -Edward F. O'Rourke, Prin. Jr.-Sr. HS

Long Lake-Wendell M. Tollefson, Prin. Orono Jr.-Sr. HS

Long Prairie-John G. Nemanich, Prin. HS Longville - Vernon G. Lueth, Prin. HS Luverne—John I. Holsen, Prin. Sr. R Mabel - Harold S. Swenson, Prin. HS

Madison-Clinton L. Strand, Prin. HS Magnolia-Herman C. Rustad, Prin. Consol.

Mahnomen

Burchard A. Hays, Prin. HS Roy W. Johnston, Asst. Prin. HS Mahtomedi-Erwin L. Davis, Prin. HS Mankato

John J. Nelson, Prin. Lincoln Jr.-Sr. HS Sister Mary Antonella, Prin. Loyola HS, 207 N. Fifth St.

Milton W. Vihstadt, Prin. HS

Maple Lake—William G. O'Dea, Prin. HS Mapleton—H. G. Edwall, Prin. HS Marietta-Arne Hastad Prin. HS

Marshall

Merril Olson, Prin. Jr.-Sr. HS Norman G. Olson, Asst. Prin, Jr.-Sr. HS Sister St. Gertrude, Prin. Central Catholic

Maynard—L. Maynard Oss, Prin. HS McIntosh—E. P. Neibauer, Prin. HS Meadowlands-Armondo P. Lanari, Toivola-Meadowlands HS Prin,

Melrose-Norbert E. Weiss, Prin. HS Menahga-Maynard H. Hendrickson, Prin. HS, Box 6

Milaca-Jerome E. Rhode, Prin. HS Milan-Charles H. Petersen, Prin. HS, Box Minneapolis

Frederick P. Abel, Prin. Univ. HS, Ua.: Minn., 148 Peik Hall

Carl W. Anderson, Prin. South HS J. Paul Anderson, Prin. Meadowbrook 5330-5430 Glenwood Ave. Ole E. Bakke, Prin. Phillips Jr. HS. 1

13th Ave. S.

Clair D. Bartosh, Asst. Prin. Richfield HS, 6345 Vincent Ave. S.

Charles W. Boardman, Emeritus Pre-Educ., Univ. of Minn., 4379 Glenn Pie-Nelson L. Bossing, Prof. of Educ, Col Educ., Univ. of Minn. Russell D. Brackett, Prin. Ramsey Jr.

5240 Second Ave. S.

Walter L. Chapman, Prin. Marshall a 4825 Lyndale Ave. S. Robert H. Classon, Prin. Southwest HS.

W. 47th St.

Harry P. Cooper, Asst. Supt. of Schs N. E. Broadway Glen G. Davis, Prin. Franklin Jr. HS 15th Ave. N.

Mervin C. Dillner, Asst. Prin, North 17th & Fremont Sts. N.

Leo J. Fick, Prin. Edina-Morningside L 5701 Normandale Rd. Leonard A. Fleenor, Prin. Washburn

201 W. 49th St. Edward F. Foltmer, Prin. St. Louis Pr

Sr. HS, 6425 W. 33rd St. Janet M. Gray, Prin. Northrop Collegiate S Ted Greer, Asst. Prin. Edina-Morningsider HS, 5701 Normandale Rd.

Melvin Haugen, Prin, Jefferson Jr. HS. W. 26th St.

W. R. Hicks, 412 Oak St. S. E.

Arthur Hoblit, Prin. Bloomington B 10025 Penn Ave. S. Frank T. Janes, Asst. Prin. Washburn E

201 49th St.

Chester M. Johnson, Prin. North HS, I. Fremont Ave. N. Adelaide D. Johnston (Mrs.), 1937 Frema

Malcolm B. Keck, Prin 20th Ave. S. & 36th St. Prin. Folwell Jr. B

Robert J. Keller, Prof. of Educ., Univ. I Univ. of Minn., 130 Peik Hall

Theodore E. Kellogg, Admis. Officer, University

of Minn., 105 Admin. Bldg. Willard R. Lane, Assoc. Prof. of Educ. of Educ., Univ. of Minn., 222 Burton L. E. Leipold, Prin. Nokomis Jr. HS.

Ave. S. & 51st St. Carl E. Lundin, Prin. Bryant Jr. B. Third Ave. S.
John E. Morris, Prin. West HS, Hemes

at 28th St.

Raymond V. Nord, Prin. Voc. HS, 5615 Ells Ave. S. Melvin A. Olsen, Prin. Jordan Jr. HS. In.

& 29th Aves. N. Harold A. Rasmussen, Prin. Richfield St. 6721 Irving Ave. S.

Rolland J. Ring, Prin. Edina-Morningside HS, 4725 Southview Ave.

Fred P. Roessel, Prin. Lincoln Jr. HS, 2130 12th Ave. N

Paul A. Samuelson, Prin. Edison HS

Albert B. Schuitz, Prin. Patrick Henry HS. 4247 York Ave. N.

Harry P. Sheff, Prin. Spring Lake Park HS Sister Ada Marie, Prin. St. Margaret's Acad., 1301 Linden Ave

Sister Mary Bertrand, Prin. St. Anthony HS. 830 Second St. N. E

John H. Straiton, Asst. Prin. Southwest HS Edphil N. Strandjord, Asst. Prin. Roosevelt HS. 28th Ave. & 40th St. S.

Franklin J. Thompson, Asst. Prin. Univ. of Minn. HS 152 Peik Hall

James Treglawny, Asst. Prin. South HS, 24th St. & Cedar Ave. John C. Wells, Prin, Roosevelt HS, 5332

Oaklawn Ave

James F. Zimdars, Asst. Prin. Edison HS, Monroe St. & 22nd Ave. N. E.

Minneota—Gerald V. Olson, Prin. HS Montevideo—M. W. Neyhart, Prin. HS Monticello—Loren W. Senness, Prin. HS Moorhead

Werner E. Brand, Prin. HS, State Teachers

Thomas A. Kloster, Prin. Jr. HS Alden C. Knatterud, Prin. Sr. HS

J Roland Kufus, Prin. Sr. HS, Rt. 1 Eleanor O. Nerlien, Prin. Jr. HS, 207 S. Morris

H. J. Kerneghan, Prin. Jr. HS Alice L. Weickert, Prin. Jr. HS

Johan O. Berge, Prin. Jr. HS

J. M. Julsrud, Prin. Sr. HS Mt. Iron-Joseph J. Jirik, Prin. HS Mt. Lake—Burton A. Munson, Prin. HS Murdock—Eugene S. Hall, Prin. HS

Nashwank-R. C. Kirkpatrick Prin. Jr.-Sr.

New Brighton-Albert H. Pagenkopf, Asst. Prin Mounds View HS New Polden-Charles O. Fisher, Prin. HS

New Ulm-Maurice A. Lynott, Prin. HS New York Mills-Walter W. Lauer, Prin. HS Micollet-John J. Feda, Prin. HS, Box 126 North St. Paul-Leonard C. Malo, Prin. HS,

236 15th Ave. N. W. Worthfield-William Carlson, Prin. Jr.-Sr. HS Worwood-Rudolph G. Maurine, Prin.

Norwood-Young America HS Olivia—Wallace M. Bernards, Prin. HS Onamia-R. G. Olsen, Prin. HS

Orr-Herman I. Kiland, Prin. HS Ortonville-Semore G. Nelson, Prin. HS, 320 Minnesota St. N.

Osakis-Floyd C. Elias, Prin. HS, Box 368 Osseo-Ronald G. Groat, Prin. HS 304 E. Broadway

Owatonna

Duane J. Mattheis, Asst. Prin. HS Donald G. Moline, Prin. HS, 531 S. Grove St. Park Bapids-Myrtle S. Hillestad, Prin. HS Pelican Rapids

Chauncey R. Martin, Prin. HS C. Edmund Strinden, Prin. HS Pequot Lakes-Alvin E. Doerring, Prin. HS Pierz -Robert Schulzetenberg, Prin Mem. HS

Pine City-Paul H. Oldenburg, Prin. Jr.-Sr.

Pine Island—George H. Russman, Prin. HS Pine River—Allan E. Fields, Prin. HS Pipestone-Arthur R. Moscatelli, Prin. HS Plainview-Raymond J. Keller, Prin. HS

Princeton-Robert L. Nick, Prin. HS

Proctor—F. E. Spencer, Prin. HS Randolph—Wayne P. Stiehl, Prin. HS Raymond—Frank J. Formanek, Prin. Box 204

Bedwood Palls-George P. Ramseth, Prin.

Remer-Oiva W. Tuuri, Prin. HS Richfield-Clifford G. Drill, Prin. Jr. HS, 1408 W. 68th St.

Robbinsdale-Milo M. Mielke, Prin. HS, 4139 Regent Ave.

Rochester

Theodore R. Ehrhorn, Prin. Sr. HS Melvin Voxland, Prin. Jr. HS Valdemar A. Xavier, Asst. Prin. Jr. HS Roseau-Oscar J. Almquist, Prin. HS Rosemount-Theodore E. Brandt, Prin. HS Rothsay-Nora S. Rosholt (Mrs.), Prin. HS Rush City-Clarence E. Jacobson, Prin. HS St. Charles-John G. Hagman, Prin. Jr.-Sr.

St. Glair-James C. LaPlant, Prin. Consol. HS, Box 602

St. Cloud

F. J. Herda, Prin. Tech. HS

J. Miller Lunemann, Prin. Central Jr. HS Fred Menninga, Supv. of Student Tchng., State Teachers Coll.

St. James-Richard T. Madson Prin. HS St. Joseph-Sister Mirella Burns, Prin. St. Benedict's HS

St. Louis Park

Bertil M. Johnson, Prin. Jr. HS, 6300 Walker

Roger L. Lundquist, Asst. Prin. Jr. HS Paul C. Schroeder, Asst. Prin. Sr. HS, 6425 W. 33rd St.

St. Michael-Sister Mary Stephen, Prin. Sisters of Notre Dame Sch.

St. Paul

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State Dept. of Educ

Brother J. Felix, FSC, Prin. Cretin HS, 495 S. Hamline Ave.

Alfred L. Buser, Prin. Roosevelt Jr. HS. Congress & Greenwood Sts.

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Homer W. Godfrey, Prin. Harding HS, 516 Earl St.

Ernest F. Goulet, Asst. Prin. Johnson HS, Walsh St. & York Ave.

Felix J. Grysklewicz, Asst. Prin. Humboldt HS

Allison S. Gullickson, Asst. Prin. Monroe HS, 810 Palace Ave.

Richard J. A. Hallen, Prin. Monroe HS, 810 Palace Ave.

Sam R. Hamilton, Asst. Prin. Marshall Jr. HS E. Heinemann, Dir. Div. of Teacher Personnel, State Dept. of Educ., State Office Bldg.

Harold Hughesdon, Librn, Coll.

Thomas

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George H. Kirkeby, Asst. Prin. Washington HS. 1877 Asbury St.

Asst. Prin. Cleveland

Richard E. Krueger,

Jr. HS, 1234 Beech St. John T. Lackner, Prin. Mechanic Arts HS, Central & Robert Sts.

George E. Langeland (Col.), Prin. St. Thomas

Mil. Acad.

Clair C. McMann, Prin. Johnson HS, 740 York Ave.

Gordon E. Miniclier, Prin. Washington HS, 1041 Marion St.

O. A. Nelson, Asst. Prin. Wilson HS

Ethel E. Pease, Acting Hdms. Summit Sch., 1150 Goodrich Ave.

Russell S. Peterson, Prin. Wilson HS, Albert & LaFond Sts.

Waiter J. Rock, Asst. Dir. Sec. Educ., St. Paul Pub. Schs. 657 Court House Howard C. Rose, Asst. Prin. Alexander Ramsey HS, 1261 Highway 36

Theodore Salmon, Prin. Marshall Jr. HS, 62 N. Grotto

William J. Scanlan, Prin, Central HS Delphin L. Schulz, Prin, Concordia HS, 275 N. Syndicate

Charles J. Simmer, Asst. Prin. Mechanic Arts HS. Robert & Central Sts.

Sister M. Adorinus, BVM, Our Lady of Peace HS, 880 Portland Ave.

Sister M. Laurent, Prin. St. Joseph's Acad., 355 Marshall Ave.

Sister Mary Consolata, Dir. Visitation Con-

Sister Mary Kathryn, Prin. St. Agnes HS Malcolm L. Smiley, Prin. Cleveland Jr. HS A. C. Taylor, Prin. Voc. HS, 14th & Jackson

J. D. Thomas Asst. Prin. Harding HS Leslie E. Tripp, Prin. Murray HS,

1450

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Sauk Centre-Elmer C. Thompson, Prin. HS Sank Rapids-Theo J. Bohm, Prin. HS Sebeka-Orel A. Dahle, Prin. HS Sherburn—Elizabeth Rooney, Prin. HS Slayton—Clifford W. Mather, Prin. HS

Sleepy Eye-Thomas A. Yetter Priz E South St. Paul Clemens W. Fredeen, Prin. Jr. HS

Adolph J. Roiseland, Prin. HS Mary L. Williamson, Vice Prin. HS Spring Grove—S. Lyle Johnson, Prin R. Springfield—Sidney A. Schmidt, Prin ? Staples-Alice V. Hotchkiss, Prin. H. Starbuck-Harold E. Haugo, Prin. HS Stephen-I. A. Juengling, Prin. HS Stewartville-LePearl Bonner, Prin. C.

Stillwater

Paul L. Halverson, Prin. Jr. HS, 110 E ? Edward O. Monette, Prin. Sr. HS

Swanville-Joseph L. Oven, Prin. Conso Thief River Falls Arnold L. Larson, Prin. Lincoln Jr. HS Conley Ave. S.

F. Miles Nelson, Prin. Sr. HS

Edward M. Kerola, Prin. Tower-Souds HS. Box 455

Jerome G. Rooney Prin. Tower-Souds HS. Box 877 Tracy-Erland W. Anderson, Prin. HS

First St. E. Triumph-Maynard L. Nelson, Prin. Mont HS, Box 6

Truman-William A. Kramer, Prin. HS Twin Valley-Arnold S. Carlson, Prin. R. Two Harbors-Russell D. Anderson, P. Jr.-Sr. HS

Tyler-Kenneth C. Kragh, Prin. HS Underwood-Jack W. Hanson, Prin. Otter Co. HS. Box 36

Verndale-Earl Seaton, Jr., Prin. HS Villard-John Fanta, Jr., Prin, HS

Virginia William H. Caron, Prin, Jr. HS, 411 No

John H. Lind, Prin. Roosevelt Sr. HS Wabasha-Kenneth A. Boots Prin. HS Waldorf-Marvin L. Tenhoff, Prin. HS Walker-Erwin C. Ostlund, Prin. HS Walnut Grove—Thomas O. Valvik, Prin Warren—Larry J. McKinnon, Prin. H Wentzel St.

Warroad-Leonard J. Olson, Prin. HS Waseca-Fergus V. Nygaard, Prin. HS Waterville-Wallace R. Lymburn, Prin. Sr. HS

Waubun-Henry P. Constans, Prin. HS Waysata-Roald H. Johnson, Prin. Jr. St.

Welcome—Russel M. Lee, Prin. HS Wells—Bertil R. Martin, Prin. HS West Concord—Merle E. Halverson, Prin. West St. Paul

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Miles City—Charles E. Hood, Prin. Custer Co. HS Missoula—David H. Beary, Prin. Missoula

Co. HS, 900 S. Higgins Ave.

Nashua—C. R. Cahill, Supt. of Schs.

Peerless—David L. Shaffer, Jr., Supt. of Schs.

Plains—Rial W. Cummings, Supt. of Schs.

Polson—David R. Pugh, Prin. HS

Power—Owen A. Loftsgaarden, Supt. of Schs.

Ronan—P. C. Crump, Supt. of Schs.

Shelby—Edith Clare Cox, Supt. of Toole Co. Schs.

Sunburst—Hazen R. Lawson, Supt. of Schs. Thompson Palls—Everett Long, Supt. of Schs. Wilsall—William A. Coe, Supt. of Schs. Worden—G. G. Hansen, Supt. of Schs.

NEBRASKA

Ainsworth—Hartley L. Dumlap, Prin. HS
Alliance
John H. Bruce, Prin. 7

John H. Bruce, Prin. Jr. HS Roy E. Nelson, Prin. Sr. HS

Ashland-Lester W. Harvey, Prin. HS, 1942 Boyd St.

Auburn—Harry E. Weekly, Prin. HS
Bayard—Norval R. Trout, Prin. HS, Box 737
Beatrice—John W. Harris, Prin. Sr. HS
Chappell—Alvin A. Gloor, Prin. Deuel Co. HS,
Roy 641

Columbus

Lyle B. Hunkins, Prin. Jr. HS, 2504 21st St. Sister M. Rayneria Willison, Prin. St. Bonaventure HS, 1572 16th Ave.

David City—Edgar A. Stalder, Prin. HS Fremont—Gerald W. Meyer, Prin. HS Geneva—Glen E. Felix, Supt. of Schs. Grand Island

Noel Lawrence, Prin. HS. N. Lafayette St. Richard R. Short, Vice Prin. Sr. HS Hastings

L. F. Fowles, Prin. HS, 828 Baltimore Ave. Frank E. Weyer, Dean Hastings Coll, Holdrege—James E. Speece, Prin. Jr.-Sr Z Imperial—Dan M. Thrasher, Prin. Chase O. HS

Lincoln

William Bogar, Prin. Central HS R. A. Johnson, Prin. Union Coll. Acad. Harold D. Lantz, Prin. Everett Jr. H8, m C St. R. S. Mickle, Prin. Northeast HS

Paul W. Nesper, Asst. Prin. University II.
Univ. of Nebr.

LeRoy Ortgiesen, Dir. of Sec. Educ., Sta Dept. of Educ., State Capitol

John G. Saylor, Prof. of Educ., Dept. of & Educ., Univ. of Nebr., Tchrs. Coll. Hazel G. Scott, Actg. Prin. Southeast HS H. V. Taylor, Asst. Prin. Northeast HS Norman F. Thorpe, Prin. Tchrs Coll. H. Univ. of Nebr.

Louisville—Donald E. Lavigne, Prin. H. Box 501

McCook-Gordon C. Bliss, Prin. Sr. HS. W. Seventh St.

Minden—Arthur R. Fellers, Prin. HS, Bot M Nobraska City—Ely Testner, Prin. HS North Platte—Ernest E. Horacek, 29 & Madison St.

Omaha

Kenneth Burkholder, Prin. North HS, 553 Burdette St.

W. H. Elley, Prin. Westside HS, 87th Pacific Sts.

Maurine Hamilton (Mrs.), Creighton Unit. 25th & Calif. Sts.

J. Arthur Nelson, Prin. Central HS Carl B. Palmquist, Prin. Tech. HS Earl H. Schroer, Prin. Benson HS

Sister M. Antoine, OP, Prin. Cathedral H. 39th & Webster Sts.
Sister M. Veronica, OP, Prin. Sacred Heat

HS, 2123 Binney St.

Leslie O. Taylor, Prof. of Educ., Univ.

Leslie O. Taylor, Prof. of Educ., Univ. of Omaha, 4314 Dodge St.

Peru-Richard D. Van Pelt, Prin. Campu

Sch., State Tchrs, Coll.

Pierce—Alma C. Howdeshell (Mrs.), Pris

HS, Box 712 Scottsbluff

Lawrence A. Lemons, Prin. HS, 500 Broadway

Lauren L. Schwisow, Vice Prin. HS Seward-Walter F. Hardt, Prin. Concords HS

Sidney—Albert Nimtz, Asst. Supt. of Sch. Spalding—Sister M. Nertranda McAles. Prin. Spalding Acad, HS

Tecumseh—Wayne K. Wilson, Prin. HS Wayne—Daryl L. Dell, Assoc. Dir. Hahn HS State Tchrs. Coll.

Wilber-Evelyn D. Ripa, Prin. HS Winnebago-Ferd Schweizer, Supt. of Sch York

Charles A. Brown, Prin. HS D. W. Frazer, Supt. of Schs., 12th St. & Ess Ave.

HEVADA

Boulder City—William McCormick, Prin. B Carlin—Henry Nelson, Prin. HS Elko—I. R. Halseth, Prin. Elko Co. HS, No. 1 Box 872 Las Vogas

G. E. Harris, Asst. Supt. of Schs., Box 551 Walter V. Long, Prin. HS, Box 551 Montallo-Leland Martin, Prin. HS Owyhoe-Kenneth Crawford, Prin. HS

Casimir Paul, CSV (Rev.), Prin. Bishop Manogue Catholic HS
Thomas T. Tucker, Jr., Chm. Dept. of Sch.
Admin. & Supv., Univ. of Nev.

Wells-A. L. Kemnitz, Prin. HS

HEW HARPSHIEE

Alstead-Daniel Metcalf, Prin. Vilas HS Alton-Matthew Flaherty, Prin. HS

Lyle Farrell, Prin. Proctor Acad. Ira Stickney, Prin. HS Ashland-Robert C. Gilman Prin. HS Bartlett-Chester Leone, Prin. HS

Pared Lan

Lawrence W. Dwyer, Prin. HS Sister M. Benita, Prin. St. Patrick's HS Sister Marie St. Pascal, Prin. Notre Dame HS Bethlehem-Walter E. Tibbetts, Prin. HS Bristol-Albert Genetti, Prin. HS

Claremont

Edgar Lord, Prin. HS Sister Mary Cornelia, Prin. St. Mary HS Colebrook—Wayne Hancock, Prin. Colebrook

Concord

Roland B. Kimball, Dir. Sec. Sch. Services, State Dept, of Educ.

Warren Mathew (Rev.), Prin. St. Paul's Sch. Samuel Richmond, Prin. Rundlett Jr. HS Sister Mary Winifred, Prin. St. John HS Contoocook-William Milne, Prin. Hopkinton

Conway-George T. Davidson, Prin. Kennett HS

Dover-Frederick C. Walker, Prin. HS Durham-George Pasichuke, Prin. Oyster River HS

East Jaffrey-Elson S. Herrick Prin. Conant HS

Enfield-James A. Jordan, Prin, HS Epping-Bertrand Roger, Prin. HS Exeter

William Rodgers, Prin. HS

William G. Saltonstall, Prin. Phillips Exeter

Parmington—John Ball, Prin. HS Pranconia—Oliver Cole, Prin. Dow Acad. Franklin-Joseph Cashman, Prin. HS Goffstown-Paul H. Farris, Prin. HS Gorham-Ernest F. Herrmann, Hdm. HS Groveton-Roy Cascadden, Prin. HS Hampstead-David A. Greenlaw, Hdm. HS Hampton—Bruce E. Russell, Prin. HS Hanover—William Bragner, Prin. HS Henniker Maurice J. Boulanger, Prin. HS Hillsboro-Webster White, Prin. HS Rinsdale—Chester C. Lees, Supt. of Schs.

Colin Pushee, Prin. Alvirne HS

Sister M. Magdalen of Calvary, Prin. Presentation Mary HS

Jafrey-Sister M. Roberta, Prin. Our Lady of Monadnock Acad.

E. STORM

Harold Drew, Prin. HS Bertha C. Manchester, Keene Teachers Coll. Laconia

Victor Bowen, Prin. Jr. HS Donald Piper, Prin. Sr. HS

Lancaster-Carroll Stoughton, Prin. HS Lebanon-Francis Wilson, Prin. HS Lincoln-Roger D. Stewart, Prin. HS Lisbon-Olin Swett, Prin. HS

Littleton-Arthur Kenney, Prin. HS Lyme-Elmer B. Fulton, Prin. Orford HS Manchester

Kenrick C. Bean, Prin. West HS Brother Brendan, Prin. Bishop Bradley HS

Laurence R. Gardner (Rev.) Diocesan Supt. of Schs., 153 Ash St. Hubert McDonough, Prin. Central HS

Sister Judith Marie, PM, Prin. St. Marie HS Sister M. St. Claude, Prin. St. George HS Sister Mary of St. Felicia, Prin. St. Antoine HS

Sister Mary Vincentia, Prin. St. Joseph HS for Girls

Marlboro-Irvin H. Gordon, Prin. HS Meredith-Maurice Taylor, Prin. HS Milton-Walter Foster, Prin. Nute HS Nashua

E. B. Downey, Prin. Jr. HS Edmund M. Keefe. Hdm. Sr. HS Sister Mary Agatha, Prin. Mt. St. Mary's

New Hampton-Frederick Smith, Prin. New Hampton Prep. Sch. New Ipswich-Hjalmar S. Maki, Prin. Apple-

ton Acad. New London-Robert J. Livingston, Hdm.

HS Newmarket-Bernard Forbush Prin. HS Newport-Howard Kimball, Prin. HS Cushing, North Stratford-Robert Prin.

Stratford HS Northwood-Walter Leskowitz, Prin. Coe-Brown Acad.

Pembroke-Ed Currier, Prin. Pembroke Acad.

Pittsfield-Howard Kelley, Prin. HS Plymouth—George C. Zoulias, Hdm. HS Portsmouth

Rolfe G. Bannister, Prin. Sr. HS Herman Donegan, Prin. Jr. HS

Raymond-John Callahan, Prin. HS Rochester-John M. Cotton, Prin. Spaulding

Salem-Francis Geremonty, Prin. Woodbury HS

Sunapee-David Sherburne, Prin. HS Tilton-Alton Currier, Prin. Tilton-Northfield HS

Troy-Corridon Trask, Prin. HS Walpole

Kermit Cook, Prin. HS

Elliott W. Keach, Supt. of Schs.

Warner-Richard LaMothe, Prin. Simmonds HS

West Lebanon-George W. Currier, Prin. Lebanon West HS

Whitefield-Sherburne Buckler, Prin. HS Wilton

Beulah H. Emmet, Prin. High Mowing Sch. Kenneth A. Sargent, Prin. HS

Wolfeboro-Vincent Rogers, Prin. Brewster Acad.

NEW JERSEY

Allentown-Howard W. Stoneback, Pri Upper Freehold Twp. HS, 43 Main St. N Prin. Annandale -G. Clifford Singley, Supt. of Schs.

Asbury Park-John L. Ballou, Prin. HS

Atlantic City

Harry M. Fagan, Prin, Chelsea Jr. HS Samuel A. Gillingham, Prin. HS Audubon-George A. Oldham, Prin. Collings-

wood Jr. HS, 316 Cedar Croft Ave.

Basking Ridge-William J. Keeler, Admin. Asst. Oak St. Sch.

Bayonne Alexander X. O'Connor, Prin. HS, 139 W.

Gabriel J. Stabile, Asst. Prin. HS, Ave. A & 28th St.

Belleville

M. Durkee, Teachers Prof. Lib., Board of Educ

Hugh D. Kittle, Prin. HS

Belvidere-Fred J. Vowinkel, Prin, HS. Panaquarry St.

Bergenfield

Charles Chandler, 54-G Howard Dr. Paul L. Hoffmeister, Prin, Jr.-Sr. HS Marion Preston, Vice Prin. Jr.-Sr. HS

Bernardsville-George W. Watson, Prin. Bernards HS

Bloomfield

George H. Baxel, Prin. Essex Co. Voc. & Tech. HS, 209 Franklin St. O. R. Nagy, Prin. Carteret Sch., 158 Grove St.

Harry M. Rice, Prin. Sr. HS, 160 Broad St. Jerome C. Salsbury, Dir. of Curric. & Instr., Admin. Bldg., 155 Broad St.

Alfred H. Skogsberg, Prin. Jr. HS, 177

Franklin St.

Marion Taylor, Librn. Sr. HS, 160 Broad St. Bogota-Robert Pollison, Prin. HS Boonton

Leslie A. E. Booth, Prin. HS

Mary E. Price, Vice Prin. HS Bordentown-Gilbert A. Papp, Prin. William

MacFarland HS Bound Brook-Henry C. Jensen, Prin. HS, West Union Ave.

Bridgeton-Harry C. Smalley, Prin. HS

Burlington

Robert F. Dotti, Prin. HS Frank R. Flounders (Mrs.), Prin. St. Mary's Hall, River Bank

William Grycky, Prin. Jr. HS Butler-John P. Gower, Prin. HS, Bartholdi

Caldwell

Sister M. Germaine, Prin. Mount St. Dominic

Vincent P. Thompson, Prin. Grover Cleveland

Camden

Thomas R. Bristow, Prin. Woodrow Wilson HS, 31st and Federal Sts.

Chester Koppenhaver, Prin. HS, Park Blvd. & Baird Ave

Beatrice MacCarter, Libra. Coll. of South Jersey Lib., Rutgers Univ., 406 Penn St Sister Mary, Off. of the Prin., Camden CathoJohn A. Visceglia, Prin. Burrough Jr. Hi Haddon & Newton Aves.

Cape May—Paul S. Emsminger, Prin. III

837 Broadway

Cape May Court House-Eugene F. Williams Prin. Middle Twp. HS, 101 Stone Harber Blvd.

Carteret-Herman E. Horn, Prin. HS 1 Louis St. Cedar Grove-Ernest T. Davidson, 90 Over

look Rd. Chatham-Roderick J. Smith, Prin. HS, @ Main St.

Clark-Robert E. Hough, Prin. Arthur L. Johnson Reg. HS, Westfield Ave.

Clayton-Milton Wartenberg, Prin. HS Clementon-Jonathan M. Henderson, Prin Camden Co. Reg. HS, Box 177

Cliffside Park-John A. Long, Prin, Jr. HS Clifton George N. Anderson, Prin. Jr. HS No. 10

Elinor E. Hanna, Prin. HS, Rt. 46 Collingswood—Crawford V. Lance Prin. HS Columbia—J. Albert Curzi, Vice Prin. Newton HS, Rt. 1

Convent City-Sister Grace Benigna, Dir. Acad. of St. Elizabeth

Convent Station-Sister Mary Alexandra Supvr. of Schs. Convent by Sisters of Charity, Convent of St. Elizabeth

Cranford-G. Frank Zimmerman, Prin. HS Demarest—Frank J. Hurley, Supt. Northen Valley Reg. HS, 150 Knickerbocker Rd.

Dover

Louis C. Cronholm, Prin. HS, Myrtle Ave. Hazel W. Howell (Mrs.), Vice Prin. Broadway Jr. HS, 466 Mt. Hope Ave.

Dumont-Alfred W. Heath, Prin. HS East Orange

Don S. Hitchner, Admin. Asst. HS Harold I. Palmer, Assoc. Prin. HS, 34 N Walnut St.

Robert B. Redman, Prin. HS. 34 N. Walnul St. Sallie H. Richardson Prin. Essex Co. Voc.

& Voc. Tech. HS, 376 Prospect St. Roger B. Saylor, Prin. Barringer HS, 43 Park End Pl

Roland S. Woolson, Prin. Vernon L. Davey Jr. HS, 161 Elmwood Ave.

East Butherford

George L. Dierwechter, Prin. HS, 272 Laurel

Clayton Hitchner, Vice Prin. HS Elizabeth

Helen V. Decker, Prin. Battin HS John E. Dwyer, Prin. Jesterson HS, ME Scott Pl.

Hazel R. Fachet, Vice Prin. Battin HS South St.

J. Francis Gallagher, Prin. Alexander Hamil ton Jr. HS, Cherry St. & Westfield Ave. John M. Leese, Admin. Asst. Kawaneel Jt.

HS, 475 Shearer Ave. Samuel J. Martin Prin. T. A. Edison Voc

& Tech. HS, 625 Summer St. Charles T. Shallcross, Prin. Grover Cleveland Jr. HS, First Ave. & Loomis St.

Sister Margaret Veronica, Prin. St. Patrick's HS, 221 Court St.

Donald Whitken, Prin. Roosevelt Jr. HS. 650 Bayway

Englewood Marjorie H. Applegate Hdms. Dwight Sch., 315 E. Palisade Ave.

Waldro J. Kindig, Prin. Dwight Morrow HS. Knickerbocker Rd.

James T. Kirkland, Asst. Prin. Dwight Morrow HS

Marshall L. Umpleby, Hdm. Englewood Sch. for Boys, 34 N. Woodland St.

Eriton-Robert Hansen, Prin. Eriton Sch. Delaware Twp. Bd. of Educ., Jefferson Ave. & Pkwy.

Pair Lawn

Laurence Bellagamba, Vice Prin. Mem. Jr.

Harry T. Gumaer, Prin. Thomas Jefferson Jr.

Ivar K. Jensen, Prin. Memorial Jr. HS. First St. & Lambert Rd.

Charles W. Mintzer, Prin. HS, 7 Bristol Pl. Paul V. Rogler, Vice Prin. Thomas Jefferson Jr. HS, 38-59 Van Riper Pl.

Daniel A. Rothermel, Vice Prin. HS, 11 Bolton Pl.

Flemington

Holmes F. McCormick, Jr., Admin. Asst. Hunterdon Central HS

Robert C. Shoff, Supt. Hunterdon Cent. Schs., 171 Main St.

Plorence-Marcella L. Duffy, Prin. Twp. Mem. HS, 306 E. Front St.

Port Lee

John Mardy, Prin. Jr.-Sr. HS

Sister M. Elaine, Prin. Acad. of Holy Angels Lakes-David T. Ross. Ramapo Reg. HS

Freehold-Richard T. Beck, Supt. Reg. HS, 34 Kiaivah Ave.

Gladstone-Sister Adolfa, CSJB, Prin. Mount St. John Acad., Villa O'Connor

Glen Ridge-Benjamin A. Deist, Prin. HS Glen Bock

Robert H. Ax, Prin. Coleman Sch. Paul A. Schneider, Prin. Jr. HS

Izora E. Stephens, Prin. Woodrow Wilson Jr. HS, 27 Berkeley Pl.

Gloucester-Ralph J. Bracken, Prin. Gloucester City Jr.-Sr. HS, 934 Paul St.

Hackensack

Essie O. Abeel Prin. Private Sch., 293 Lookout Ave.

Charles D. Cannon, Prin. HS, First & Beech

Frank R. Schetty, Vice Prin. HS, First & Beech Sts.

Sister Clare Thomasina, Prin. Brownson HS. 58 Maple Ave.

Harry C. Stephen, Prin. Bergen Co. Voc. & Tech, HS, 200 Hackensack Ave.

Mackettstown-Joseph Risko, Prin. HS Haddon Heights-Edward O. Glaspey, Prin. HS, Second Ave. & Garden St.

Haddonfield

Frank C. Saponare, Prin. Hatch Jr. HS, 409 Chapel Ave., Kingston Estates

Wilfred B. Wolcott, Jr., Prin. Mem. HS Rammonton—William D. Polhemus, Prin. HS

Harrison

T. Gerard Manning, Prin. HS, 223 Hamilton

John M. O'Neill 401 Seventh St.

Hasbrouck Heights-Mary E. S. Mohair, Prin.

Hawthorne-George J. Grier, Prin. HS High Bridge-Dean C. Bottorf, Prin. HS Highland Park-Richard Johnson, Prin. HS

Paul D. Haring, Prin. HS

Carrol O. Morong, Hdm. The Peddie Sch.

Hillsdale

Donald T. Duff, Prin. Northern Valley Reg. HS, 225 Magnolia Ave. James A. McNeil, Supt. Pascack Valley Reg.

Hillside-Ruhl L. Custer, Prin. HS, 1085

Liberty Ave.

Hoboken-Sister Catharine Anita, Prin. Acad. of Sacred Heart, 713 Washington St.

Irvington

Alfred E. Bray, Vice Prin. HS, 118 Laurel Ave.

Herschel S. Libby, Supt. of Schs. Lester W. Rice, Prin. HS, 1253 Clinton Ave. Sister Mary Gerard, Prin. Archbishop Walsh HS. 121 Myrtle Ave.

Jamesburg-Michael F. Gaeta, Prin. HS

Jersey City
Doris N. Anderson, Dir. The Bergen Sch.,
107 Belmont Ave.

John T. Brogan, Prin. Evening HS, 2 Palisade Ave.

Maxim F. Losi, Prin, Lincoln HS, 60 Crescent Ave. Stephen F. Roach, Vice Prin. Ferris HS, 152

Jewett Ave. William J. Roehrenbeck, Dir. Free Pub. Lib.,

Sister Mary Canice, Prin. Acad. of St. Aloysius, 2495 Hudson Blvd.

Sister Mary Virginia, Prin. St. Aloysius HS, 178 Kensington Ave.

Kearny Sister Marie Louise, Prin. St. Cecilia HS, 114 Chestnut St.

Charles A. Yette, Prin. HS Devon St Keyport-George D. Search, Prin. HS

Lakewood

Maurice B. Hill, Prin. HS Sister M. Giovanni, Dean Georgian Court Coll.

William K. Megill, Prin. Middletown Twp.

HS, Box 73 7. Bard Wright, Asst. Prin. Middletown Twp. HS

Leonia

Thomas Hemenway, 70 Hawthorne Terrace David J. Jones, Asst. Prin. HS, 576 Broad

Carl W. Suter, Prin. HS, 218 Overlook Ave.

Linden

John F. Barrett, Prin. Sr. HS Wilbur G. Piper, Prin. Jr. HS

Linwood-Justin H.Hess, Prin. Pleasantville

HS, 1418 Shore Rd. Little Palls-Edward T. Schneider, Prin. Passaic Valley HS

Livingston

Julius C. Bernstein, Prin. Weequahic HS, 27 Lexington Dr.

John R. Berrian, Prin. Kawameeh Jr. HS. 88 Fellswood Dr. William L. Lowther, Prin. HS, 16 Amherst

Pl. Francis H. Oldham, 87 Laurel Ave.

Lodi-Sister Mary Justitia, Prin. Immaculate

Conception HS, S. Main St. Long Branch

George P. Beaver, Prin. Jr. HS, 318 Morris Ave. R. Preston Shoemaker, Jr., Prin. Sr. HS

Sister Helen Rita, Prin. Star of the Sea Acad., 152 Chelsea Ave. Lyndhurst-Eli A. Kane, Prin. HS

Mediatra

Ward Shoemaker, Prin. HS

Sister Irene Margaret, Prin. Bayley-Ellard HS, Madison Ave.

Manasquan

Fred L. Creamer, Prin. HS, 355 Euclid Ave. Arthur E. Whitcomb, Prin. Point Pleasant Beach HS 79 Central Ave.

Manville-John W. Zorella, Supt. of Schs.

Maplewood

Mildred L. Fisher, 29 Jefferson Ave.

Charles I. Reynolds, Prin. Jr. HS, 7 Burnet

Curtis H. Threlkeld, Supt. of Schs., South Orange-Maplewood Schs., Honorary Life Member

Matawan-Luther A. Foster, Prin. HS, Broad

Maywood-George F. Wildman, Prin. Jr. HS, 575 Elm St.

Merchantville-William R. Flinn, Prin. HS, 130 S. Centre St.

Metuchen

William E. Miller, Prin. Edison Twp. HS, 4 Skytop Rd.

Paul W. Schmidtchen, Prin. HS

Middletown-Frank Weinheimer, Prin. Freehold Reg. HS Midland Park

Ervin A. Arbo, Prin. Jr.-Sr. HS

Charles H. Taylor, Supt. of Schs., Highland

Millburn

H. Richard Conover, Prin. Millburn Twp.

Robert E. Faddis, Prin. HS Carl C. Salsbury, Vice Prin. HS

Millville-Edwin A. Willard, Prin. Mem. HS

Patrick Didomenico, Supvr. J. P. Cleary Jr. HS, Central Ave.

Rae Pernazza (Miss), Asst. Prin. J. P. Cleary Jr. HS, Central Ave.

Montclair

Charles L. Latimer, Jr., Asst. Prin. HS Richard B. Perkins, Prin. HS, Chestnut St. Sister M. Ethna, Prin. Immaculate Concep-

tion HS, 1 Munn St. Ethel M. Spurr, Prin. The Kimberley Sch.,

Moorestown

John S. Bagg, Prin. Maple Shade Twp. Jr. HS, 262 S. Lenola Rd.

Alfred Gemmell, Prin. HS, 220 E. Main St. Morristown

Daniel R. Donahue, Prin. Morris Twp. Jr. HS. Sussex Ave.

Stephen W. Findlay (Rev.), Hdm. Delbarton Sch.

Robert F. LaVanture, Prin. HS Bernard A. Reed, Vice Prin. HS William Zimmerman, Vice Prin. HS

Mount Holly—Harry E. Wenrich, Prin Rancocas Valley Reg. HS Mountain Lakes—Gerald F. Hopkins, Prin

HS. Briarcliff Rd. Netcong-Edward E. Belet, Prin. HS, 3 Highland Ave.

New Brunswick

Robert C. Carlson, Prin. Sr. HS, 8 Lafayette St.

Henry C. Herge, Dean Sch. of Educ., Rutgen Univ., 12 South Dr.

Frances K. Hurley, Librn., Douglass Coll. Lib. Sherman A. Kelly Prin. Roosevelt Jr. HS.

J. Donald Neill, Prof. of Educ., Rutgers Univ., 18 Seminary Pl.

Sister Helen Rose, Prin. St. Peter's HS, 176 Somerset St.

Mary N. Small, Asst. Prin. South River H& 2 Baldwin St.

Newark

A. Walter Ackerman, Vice Prin. Weequahic HS, 169 Midland Pl.

Albert D. Angell, Jr., Prin. Central HS Constance D. Bowerman, Vice Prin. Weequshic HS, 279 Chancellor Ave.

William R. Cain, Prin. Central Evening HS Edgar K. Dawson, Vice Prin. West Side HS. 425 S. Orange Ave.

William M. Devonald, Vice Prin. Ivy Jr. HS.

87 Lenox St. William B. Ervin, 1 Midland Pl.

Jean V. D. Hooper, Hdms. Prospect High Country Day Sch., 346 Mt. Prospect Ave. Philip C. Hoover (Rev.), Hdm, St. Benedicts Prep. Sch., 520 High St.

Mary C. Kaiser (Mrs.), Librn., Seton Hall Univ., 31 Clinton St.

Fred Landolphi, Prin. South Side HS Michael R. McGreal, Asst. Supt. of Schs., 371 Lake St.

John T. McSharry, Prin. Ivy Jr., HS. 20 Elwood Ave.

Edward J. Serven, Prin. Webster Jr. H8. Webster & Crane Sts.

Sister Marie Devota, Prin. St. Borromeo HS, 85 Custer Ave.

Rudolph Skrivanek, Prin. Essex Co. Voc. Tech. HS, Boys' Division, 275 Sussex Ave. Francis B. Snavely, Prin. West Side HS 425 S. Orange Ave.

Pasquale Sozio, Prin. Madison Jr. HS David E. Weingast, Prin. Robert Treat J. HS, 70 Millington Ave.

Newton-Hayes C. Gordon, Prin. HS North Arlington

Joseph J. Flimlin, Prin. HS, 222 Ridge Rd Mother Regina Mercedes, Prin. Queen of Peace HS, 21 Church Pl.

North Brunswick-Roland E. Lindwall, Prin Jr. HS, Linwood Pl.

North Plainfield-Willard H. Smith, Prin.

Matley Edward F. Assmus, Prin. HS

John V. Lewis, Prin. Pascack Valley Reg. HS. 452 Kingsland Rd.

Hirsch L. Silverman, Asst. to Supt. of Schs. Off. Spec. Services, Sr. HS Bldg., 325 Franklin St.

Oskland-John S. Sarcka, Hdm. Oakland Acad.

Oaklyn

Grace N. Kramer, Prin. Audubon HS, 112 E. Bettlewood Ave.

Ruth L. Marckres, Prin. Oaklyn Jr. HS. 617 Newton Ave.

Ocean City-George W. Meyer, Prin. HS Ocean Grove-F. Russell Coleman, Prin. Neptune HS

Ogdensburg-William Prin. A. Waters. Franklin Jr.-Sr. HS, 87 High St.

Orange

Julia Weber Gordon (Mrs.), Consul. in Child & Youth Study, New Jersey State Dept. of

Educ., 466 S. Center St. John R. Moorhead, Prin. HS

Mother Mary Thomas, Prin. Our Lady of the Valley HS, 518 Valley St.

Palisade

Robert Burns, Prof. of Educ., Fordham Univ. 1063 Palisade Ave.

William F. Steiner, Prin. Cliffside Park Sr. HS, 1235 Briar Way

Palmyra-C. Elizabeth McDonell, Prin. HS Paramus-William V. Dunn, Prin. HS

Park Ridge-Matthew Weiner, Prin. HS, 2 Park Ave.

Parsippany-Robert H. Quiggle, Prin. HS, S. Beverwyck Rd., Rt. 1

Passaic

Kenneth P. Bishop, Prin. Garfield HS, 2121/2 Van Houten Ave.

Reba E. Eaton, Vice Prin. Sr. HS

Elmer S. Holbeck, Prin. HS Margaret M. Nordstrom, Prin. Thomas Jefferson Jr. HS, Van Houten Ave. & Broadway Sister Frances Teresa, OP, Prin. Pope Pius XII Diocesan HS, 188 First St.

Henry J. Stubba, Dir. Ind. Educ. & Voc. HS, 366 Pennington Ave.

Paterson

N. H. Beversluis, Prin. Eastern Christian Sr. HS, 50 Oakwood Ave.

Cornelius Bontekoe, Prin. Eastern Christian Jr. HS, 272 N. 8th St., Prospect Park Henry D. Bourhill, Prin. Tech. & Voc. HS.

Summer & Ellison Sts. Joseph M. Fair, Prin. Essex Co. Voc. &

Tech. HS, 145 Edmund Ave.

Laura Frazier, Librn., Seton Hall Univ. Lib., 151 Ellison St.

A. Reese Matteson, Prin. Central HS, 240 E. 27th St.

Sister Grace Alma, Prin. St. Joseph HS, 279 Carroll St.

Sister Mary Teresa, Prin. St. John Cathedral HS, 190 Oliver St.

John Van Dyken, Prin. Valley HS, Valley Rd., Preakness

William B. White, Prin. Eastside HS, Park

Paulsboro-Calvin E. Ingling, Prin. HS Pedricktown-John M. McHugh, Prin. Reg. HS, Diane Dr.

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Dannemors-John P. Glasgow, Prin. HS Dansville-James W. Davis, Prin. HS, Health St.

Davenport-Robert C. White. Supv. Prin. Charlotte Valley Central Sch.

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158-40, 76th Rd. Robert J. Bank, Prin. Jr. HS 216Q, 64-20

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Arthur A. Gates, Prin. Central Sch. Dana L. West, Vice Prin. Central Sch. Port Chester

Harvey J. Bailey, Prin. Jr. HS Robert R. Zimmerman, Prin. Sr. HS Port Henry-Nelson Beebe Supv. Prin. HS Port Jefferson

Edward H. Kiessling, Prin. HS E. L. Vandermeulen, Supv. Prin. HS
Port Jervis—Louis C. Horsman, Prin.
Port Richmond—James V. Tague, Prin.
Innis St. & St. Joseph's Ave.

Port Washington

Clifford F. Hendrickson, P Schreiber HS, 140 Reid Ave Prin. Pau : Donald W. Lentz, Prin. Jr. HS

Poughkeepsie

Charles Hutton, Prin. Oakwood Sch. Ka wood Park

Walter R. Neidhardt, Prin. Arlington Jr E Donald J. Nelson, Prin. Arlington HS J. Curtis Newlin, Dir. of Studies, Oaky. Sch.

Purdy Station-Herbert I. Oakes, Dist. Pri Central Rural Sch.

Queens Village-Maurice D. Hopkins, Pr Martin Van Buren HS, Hillside Ave i 229th St.

Red Hook-Roscoe L. Williams, Prin. Centra Sch.

Rego Park-Joseph Mersand Prin, HS, % Queens Blvd. Rensselser-Sister Mary Laurentia, Prin &

John's Acad., Herrick St. Retsof-Ivan Hilfiker, Prin. York Centa

Sch. Rexford-Omer W. Renfrow, Prin, Niskay

Richfield Springs-James Hines, Supv. Pra Central Sch.

Richmond Hill-Helen A. Koch, Admin. As. HS. 89-30 114th St.

Ripley-Victor Scroger, Supv. Prin. Centr. Sch.

Rochester

C. Willard Burt, Prin. West HS, 501 Genesse F. Cummings, Paul Revere Trade Sch

135 Bernard St. Earle W. Helmer, Prin. Irondequoit HS. 3 Cooper Rd.

Earl G. Lawrence, 123 Monclair Dr.

Willard A. Sabin, Prin. Benjamin Frankiz HS, 950 Norton St.

Mary A. Sheehan, Prin. Monroe HS Sister Agnes Cecilia, Prin. Nazareth Acad 1001 Lake Ave.

Sister M. Francesca Conner, Prin. Our Last of Mercy HS, 1437 Blossom Rd.

Sister Rose Alma, Prin. St. Agnes HS. 30 E. River Rd.

Leonard B. Smith, Prin, Brighton HS A. B. Swift, Bd. of Educ., 13 Fitzhugh St. Bertis J. Vanderschaaff, Prin. Dake Jr. 15 350 Cooper Rd.

W. C. Wolgast, Prin. East HS, 410 Alexander St.

Rockville Centre

Richmond Bell, Asst. Prin. South Side Jr. H. Richard S. Byers, Prin. South Side Jr. HS J. Dale McKibben, Prin. South Side HS. S. Harvard Ave.

Rome

W. Price Aderman, Prin, Laurel Jr. HS Wallace Ludden, Prin. Laurel Jr. 118 St. 118, 301 N. Janes

C. R. Van Etten, Asst. Prin. Jr. HS

Bossalus -Barton L. Van Riper, Supv. Prin. Central Sch.

Island-Laurance E. Goss, Boslyn, Long Prin. HS

Rotterdam Junction-Ernest N. Brown, Prin. Worstina HS

Bushford-Willet W. Albro, Prin. Central

Bassell-William G. H. Wiese, Supv. Prin. Knox Memorial Central Sch.

Bye-James Kovel Prin. Marvell Acad. for Boys, 446 Boston Post Rd.

Sag Harbor-William P. Crozier, Supv. Prin. Pierson HS

Saratoga Springs-Helen M. Brown, Skidmore Coll. Lib Saugertice -Lawrence M. Cahill, Vice Prin.

Sauguott-F. Wright Johnson, Supv. Prin.

Sauquoit Valley Central Sch. Supv. Sevannah-Anthony P. Marquette,

Prin. HS Savona-John R. Smingler, Supv. Prin. Central Sch.

Sayville-Tillman Wenk, Prin. HS

Scarborough-on-Hudson-Thomas C. Schuller, Hdm. Scarborough Sch.

SERVADADA.

Herman M. Campsen, Jr., 22 Glenwood Rd. Walter F. Fogg, Prin. Jr. HS William C. Heugh, Prin. Edgemont HS

Oliver W. Melchior, Prin. HS Schagticoke Clarence M. Iverson, Supv. Prin. Hoosic Valley Central HS

Schenectady

Theodore R. Balcomb, Prin. Washington Irving HS

James A. Dibblee, Prin. McKinley Jr. HS William Louis, Dist. Vice Prin. Niskayuna Central Sch., Story Ave.

Francis E. Morhous, Prin. Nott Terrace HS Bernard S. O'Neil Supv. Prin. Schalmont

Central Sch.

J. Reilly Osborne, Asst. Supt. of Schs. Norman S. Rowell, Prin. Draper HS Donald J. Sayles, Prin. Mont Pleasant HS Schenevus-Lowell Huntington, Prin. Draper Central Sch.

Schuylerville-John D. Ryan, Prin. Central

Scio-H. Alfred Brush, Supv. Prin. Central Sch.

Scotia

Donald E. Friedrichs, Prin. Jr. HS Donald M. Letts, Prin. HS

Sea Cliff-John E. French, Prin. HS Seaford-Edward J. Davey, Asst. Prin. HS Seneca Palls

John C. Fraser, Prin. Jr. HS Raymond M. Radtke, Prin. Mynderse Acad. Sharon Springs—Avery DeLuca, Prin. Central

Shelter Island—Norman J. M. Murray, Prin. HS

Sherburne Thomas M. Lotz, Supv. Prin. Central Sch.

Shortsville-Neil J. Harkenrider, Prin. Red Jacket Central Sch.

Sidney-Robert B. Cody, Prin. Central Sch.

Elleer Creek

Frederick A. Feltz, Supv. Prin. HS Warren C. Lockwood, Asst. Prin. HS

Deposition

Fred Fundis, Prin. Central Sch. John M. Giess Vice Prin. Central Sch.

Siste Hill-Albert C. Truman, Supy. Prin. Ministak Valley Central Sch.

Smithtown Branch-Elmer G Bowes, Prin.

Snyder

Edwin C. Mustard, Prin. Amherst Central Jr. HS, 4301 Main St.

John D. Scheller, Prin. Amherst Central Sch. Philip Schweickhard, Supv. Prin. Amherst Central Sch., 4301 Main St.

Sodus-Francis Hungerford, Supv Central Sch.

South Mortright-Edward A. Burke, Supv. Prin Central Sch

South Lansing Clark C. Carnal, Supv. Prin Lansing Central Sch

Spencerport-Duane C. Tucker, Prin. HS

Spring Valley-Leland R. Meyer, Prin. HS Springfield Gardens-Benjamin F. Davis, Prin. Jr. HS 59Q, Springfield Bivd. & Lucas St.

Staatsburg-Kenneth Stewart, Prin. Union Free Sch.

Star Lake-P. A. Miranda, Supv. Prin. Clifton-Fine Central Sch.

Staten Island

James F. Corbett, Prin, Curtis HS, Hamilton Ave.

J. Bernard Hubbert (Rev.), Prin. Augustinian Acad., Clove Rd. & Howard Ave.

Harold E. Merrick, Hdm. Staten Island Acad. 45 Wall St.

Moses Sorola, Prin. McKee Voc. & Tech. HS. 290 St. Marks Pl.

Stewart Manor

Robert L. Springer, 139 Bromleigh Rd. Salvatore Tortorella, 75 Cambridge Ave. Robert C. Whitsitt, Prin. Jr. HS of the El-mont Memorial Jr -Sr. HS, 231 Elton Rd.

Stillwater-Robert O. Seaman, Supv. Prin. Central Sch.

Stratford-Robert W. Hill, Supv. Prin. Central Sch.

Suffern.

Mother Mary Columba, Prin. School of the Holy Child

William L. Ransom, Prin. HS Syosset-Ernest F. Weinrich, Prin. HS, 14 Monfort Pl.

Syracuse

William F. Bowin, Prin. Madison HS John J. Condon, Prin. Porter Jr. HS, 107 Kensington Pl.

James C. Kendrick, Prin. Lincoln Jr. HS Stewart Powlesland, Prin., Onondaga Valley Acad.

Jesse Ross, Prin. North HS 210 Pond St. Trevor, K. Serviss, Editor-in-Chief, L. Singer Co., 249 W. Erie Blvd.

Tannersville Russell R. Colton, Supv. Prin. Central Sch.

Tarrytown-Mother Marie Brendan, Prin. Marymount Sec. Sch.

Theresa-Lewis P. Fields, Prin. Indian River Central Sch.

Tonawanda

Carl L. Meritt, Prin. Jr. HS
Robert M. Smith, Prin. HS
Tottenville—Max Berger, Prin. HS, Yetman Ave. & Academy Pl

Trumansburg-Russell I. Doig, Prin. Central

Truxton-Marion H. Hartnett (Miss), Supv. Prin. Central Sch.

Thekahae

Carl Liggio, 171 Lawrence Ave. Douglas MacDonald, Prin. Eastchester HS Edward A. Sinnott, Prin. HS

Tully-John D. Crosley, Supv. Prin. Central

Tuxedo Park-Louis Euvrard, Supr. Prin. HS Union Springs-Richard J. Moon, Prin. HS Uniondale

Eugene T. Boylan, Asst. Prin. HS Joseph P. Mooney, Prin. HS Jesse A. Mould Asst, Prin. HS

Utica-A. Ray Calhoun, Prin. Utica Free Acad

Valatie-Leverett F. Mansfield, Supv. Prin. Ichabod Crane Central Sch.

Valley Stream

James J. Evans, Prin. Memorial Jr. HS J. James Gregen, Prin. South HS Edward J. Kurfess, Prin. Central Sch. Van Etten-Nicholas Marchase, Supv. Prin. Central Sch.

Verona-John B. Pilette, Prin. Verona-Sherrill Central Sch.

Vestal-Malcolm Piester, Prin. HS Victor-Alton B. Corbit, Prin. HS

Voorheesville-Clayton A. Bouton. Supv. Prin. Central Sch.

Walden-James C. Eadie, Prin. HS Wasselli

John D. Gardiner, Prin. Central Sch. H. H. Stewart, Box 13

Walton-Thomas H. O'Neill, Supv. Prin. Central Sch.

Wappingers Palls

Ben F. Ingraham, Prin. HS E. Joseph Kegan, Supv. Prin. Central Sch. Warrensburg-Ward I. Fiedler, Supv. Prin.

Waterford-Charles Fitzpatrick, Actg. Supt. of Schs.

Watertown

William H. Case, Prin. South Jr. HS Roscoe L. Knapp, Prin. HS Harold T. Wiley, Dir. of Instr., Pub. Schs.

Waverly

Lindus L. Caulum, Prin. Muldoon Jr. HS Clarke C. Gage, Prin. Sr. HS

Wellsville-James H. Gambell, Prin. Jr.-Sr.

West Hempstead

Felix Bertisch, 922 Cleveland St. M. Kimball Garrison, Prin. Jr.-Sr. HS West Islip

Paul J. Bellew, Supv. Prin. of Schs. Carlton A. Coulter, Prin. HS

West Seneca-Byron W. Schottin, Prin, Jr. HS

West Winfield-Willard W. Steeves, Supv. Prin. Central Sch.

Westmoreland-Donald H. Craine, Supr. Prin. HS

White Plains

Burritt J. Haddow, 25 Lee Ave. Edwin M. Hood, Apt. 3A3, The Claridge, 168

Old Mamaroneck Rd. Carroll F. Johnson, Bd. of Educ., 279 Hamil-

ton Ave. Cloyd D. Long, Prin. HS

L. Paul Miller, Prin. East View Jr. HS. 89 Ralph Ave.

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Williamson-Frank C. VanVleet, Prin. Central Sch.

Williamsville-Meade G. Anderson, Prin Cleveland Hill HS

Windsor-Theron L. Philley, Supv. Prin. Central Sch.

Wolcott-Reginald W. Crouse, Supv. Prin Leavenworth Central Sch.

Woodhull-Lyle M. Ferris, Prin. HS Woodridge-Ward R. Young, Prin. Fallsburgh Central Sch.

Wyandanch-Joseph P. Buckley, Prin. HS Yonkers.

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Gorton HS

Louis N. D'Ascoli, 127 Park Ave. Irving Goldberg, Prin. HS of Commerce, 190 N. Broadway

Hugh D. MacIntyre, Prin. Roosevelt HS Walter J. McQuillan, Prin. Henry W. Longfellow Jr. HS

Yorktown Heights-Mildred E. Strang, Supv. Prin. Yorktown Heights HS

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Aberdeen-Robert E. Lee, Prin. HS Albemarle

Sherman S. Carpenter, Rt. 2, Box 107 Joseph L. Cashwell, Prin, HS

Altamahaw-James A. Thacker, Prin. Altamahaw Ossipee HS

Asheboro-Joseph M. Johnston, Prin. HS, Box 70

Asheville

Anthony C. Fortosis, Asst. Hdm. Ben Lippen Sch., Rt. 4

Woodrow P. Griffin, Prin. Lee H. Edwards

George T. Leonard, Prin. David Millard Jr. HS, Box 7187

James M. Plemmons, Prin. Haw Creek Sch. 45 Virginia Ave.

Ralph L. Smith, Prin. Clyde Erwin HS. 105 Arthur Rd.

Julia P. Titus, Prin, Allen HS, 381 College St. Ayden-E. Faust Johnson, Prin. HS

Balley-M. W. Weaver, Prin. HS, Box 188 Beaufort-Louis R. Johnson, Jr., Prin. Queen St. HS, Box 328

Belmont Dalton M. Mann Prin. HS, Box 750 Bladenboro-J. W. Black, Prin. HS Boone-Adolph B. Crew, Prin. Appalachian

Bonville-B. T. McCallum, Prin. Yadkin Co. Bann-Reuben M. Darden, Prin. Gethsemane

HS. Box 403 Parlington-L. M. Adcock, Prin. Edwin M. Holt HS. Box 498

Canton-William L. Rikard, Prin. HS, Box

Chapel Hill

J. Minor Gwynn, Prof. of Educ., Sch. of Educ., Peabody Bldg.

Wesley Noble, Prin. HS, 215 Henderson St. Donald G. Tarbet, Prof. of Educ., Univ. of North Carolina, Box 810

Charlotte

William L. Anderson, Jr., Prin. Hawthorne Jr. HS

Rex E. Benson, Prin. Sedgefield Jr. HS, 512 Tyson St.

Clinton L. Blake, Prin. West Charlotte Sr. HS, 2201 Beatties Ford Rd. James D. Gault, Prin. Eastway Jr. HS, 3333

Biscayne Dr.

James R. Hawkins, Prin, Harding HS, 1539 Ideal Way

Jack Horner, Prin. Myers Park HS, 1039 Dresden, W.

Myrtis J. Mackey (Mrs.), Asst. Prin. Harding HS. 1944 Sterling Rd.

Clarence E. Moreland, Prin. Northwest Jr.

HS, 1415 Beatties Ford Rd. Frank W. Motley, Prin. Alexander Graham Jr. HS, 428 E. Morehead St.

Donald I. Newman, Prin. Piedmont Jr. HS, 1241 E. Tenth St. Edward Sanders, Prin. Central HS, 1933

Woodland Dr.

Sister M. Stephen, Prin. Charlotte Catholic HS, 3100 Park Rd.

Gerson L. Stroud, Prin. York Rd. Jr. HS, 3114 Bank St.

Thelbert C. Wright, Prin. West Mecklenburg HS, Rt. 5, Box 745

Cherryville—N. S. Cranford, Prin. HS Claremont-J. E. Coulter, Prin. Bunker Hill

Concord-Hallard L. Hart, Prin. Winecoff HS, Box 8

Crossnore-Dwight A. Fink, Prin. HS Dallas Mitchell Carr. Prin. HS, Box 147 Draxel-Harry L. Hallyburton, Prin. HS, Box 158

Dunn-Atkin B. Johnson, Prin. HS Durham

E. C. Bolmeier, Dept. of Educ., Duke Univ. L.S. Gilliard, Prin. Merrick-Moore Sch., Rt. 4 Maylon E. McDonald, Prin. Northern HS.

Edward L. Phillips, Prin. Carr Jr. HS, Duke & Morgan Sts.

C. L. Spellman, Dir. Student Teaching, North Carolina Coll. at Durham, Box 606 G. B. Summers, Prin. East Durham Jr. HS,

East Spencer-Arthur L. Combs, Prin. HS

Gerald D. James, Prin. Jr.-Sr. HS, 409 N.

De Mint F. Walker, Prin. HS, Box 106 Elda-Carl A. Litaker, Prin. HS

Elm City-Robert A. Johnson, Prin. Douglas

Enfield-Fred H. Martin, Prin, Enfield Graded Sch.

Enka-Hugh M. Tomberlin, Prin. HS **Payetteville**

Samuel R. Edwards, Prin. HS, Fort Bragg

Bert Ishee, Prin. Alex Graham Jr. HS Vernon C. Mason, 1060 Southern Ave.

Pranklinton-Orren D. Poe, Prin. Wilton HS. Rt. 1, Box 160 Fuquay Springs-Edward N. Farnell, Prin.

Gastonia

Randolph E. Carothers, Prin. Frank L. Ashley HS

T. Jeffers, Prin. Highland Jr.-Sr. HS, 1600 N. Morris St.

Gibsonville—Henry C. Walters, Prin. H8 Goldsboro—Clement W. Twiford, Prin. HS,

Graham-Needham G. Bryan, Prin, HS, E. Pine St.

Greensboro V. H. Chavis, Prin. HS

Wendell H. Cude, Prin. Bessemer HS, 506 Holt Ave.

Charles E. Herbert, Prin. Charles B. Aycock Sch., 811 Cypress St. Earl F. Johnson, Prin. Lindley Jr. HS Luther R. Medlin, Prin. Central Jr. HS, Box 1387

A. P. Routh, Prin. Sr. HS

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Hamlet--William L. Haltiwanger, Hamlet Ave. Sch., Box 526 Brooks,

Hendersonville-Stamey HS, Box 353

Hickory

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W. D. Cottrell, Prin. Claremont Central HS Webb A. Murray, Prin. St. Stephens HS, Rt. 2, Box 102

High Point

Lloyd Y. Thayer, Prin. Jr. HS, Ferndale Dr. Dan P. Whitley, Prin. Sr. HS

Holly Ridge-Jesse T. Forrest, Prin. Dixon IIS, Box 124 C

Huntersville-William A. Hough, Prin. North Mecklenberg HS

Jamestown-Kenneth T. Miller, Prin. HS. Box 1

Jonesville-Guy Swain, Prin. HS Kannapolis-Fred O. Drummond, Prin. A. L. Brown HS, 201 N. Rose Ave.

Kernersvilla Dallas R. Shugart, Prin. Glenn HS, Rt. 1 C. Victor Sigmon, Prin. HS, Box 428

Kings Mountain-E. Lawson Brown, Prin.

John H. Horne, Prin. Grainger HS, 708 W. Lenoir Ave.

C. B Stewart, Prin, Adkin HS Laurinburg-William H. Coble, Prin. HS, Box 272

Leaksville-Wendell Newlin, Prin. Tri-City HS, 1156 Manning St.

Lenoir-Henry C. McFadyen, Prin. HS Lewiston-John B. Bond, Jr., Prin. John B. Bond HS

Lexington

L. Graham, Prin. North Davidson HS, Rt. 1, Box 433

C. E. Wike, Prin. HS

Lillington-Beaman Kelley, Dir. of Instr., Harnett Co. Schs.

Lumberton

L. Gilbert Carroll, Prin. HS Frank H. Epps, Prin. Magnolia HS, Rt. 3 Maiden-Hurley S. Shepherd, Prin. HS

Marion-Charles C. Elledge, Prin. HS, State

Mebane—Edwin M. Yoder, Prin. HS Montreat—Ralph F. W. Brimley, Head Dept. of Educ. & Psychology, Montreat Coll.

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Mount Airy-Glenn Robertson, Prin, Beulah HS. Rt. 3

Mount Holly-Laxton Hamrick, Prin. HS,

Box 68 Mt. Olive-Spencer E. Durante, Prin. Carver

Mount Ulia-Ralph O. Lanier, Prin. HS New Bern-Richard S. Spear, Prin. HS

Newton-Rufus L. Rhyne, Prin. Newton-Conover HS, 423 Ninth St.

North Wilkesboro-Howard E. Thompson, Prin. Wilkes Central HS, 807 C. St. Pink Hill-Rufus S. Swain, Prin. HS

Raeford-G. A. Page, Prin. Upchurch HS, Box DD

Raleigh

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Conrad L. Hooper, Prin. Josephine Daniels

Jr. HS, Oberlin Rd.

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Red Springs-C. Wade Mobley, Prin, HS

Reidsville-Ernest C. Anderson, Prin. HS, Box 621

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Saint Pauls-Pressly D. Ostwalt, Prin. HS

S. O. Jones, Prin. Price HS

John H. Nettles, Prin. Boyden HS

Sanford-James R. Odom, Prin. Central HS. Box 1010

Scotland Weck-W. Willard Woodard, Prin.

Sedalia-Wilhelmina M. Grosson, Prin. Palmer Memorial Insti.

Riley R. Cabiness, Prin. Camp HS, Rt. 2 Max R. Dixon, Prin. HS, Box 165

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Spindale—Chester N. Womack, Prin. Rutherfordton-Spindale HS, Box 643

Statesville-Asa W. Deal, Prin. Sr. HS, 14 Park Terrace Stony Point-Fred W. Lentz, Prin. HS,

Box 78 Tarboro-Brenizer L. Price, Prin. HS, 80

Saint David St. Thomasville-William S. Horton, Prin. HS Valdese-John L. Johnson, Prin. HS

Wadesboro-George Williams, Prin. Creek Colored HS, Box 301 Wake Forest-R. H. Forrest, Prin. HS

Walkertown Gal.73-UL-8071

C. O. McLamb, Prin. HS

Earl R. Parker, Asst. Prin. HS Washington-Joe T. Kornegay, Prin. HS. Box 820

Waynesville

C. C. Poindexter, Dist. Prin. Bethel Schs., Rt. 3

Sister Mary, Yaurentine, Prin. St. Johns Sch., 500 Church St.

West Gastonia-John L. Goff, Prin. Arlington Jr. HS, Box 2758 Whiteville-John T. Sasser, Prin. HS, 319

Jefferson St. Williamston-Burton G. Stewart, Prin. HS

Wilmington S. J. Howie, II, Prin. Williston Jr. HS L. Tally, Asst. Prin. Williston Jr. HS, 319 S. Tenth St.

T. Washington, Prin. Williston Indep. Sr. HS

Mary C. Williams, Prin. Lake Forest Jr. HS, Box 717

Winfall-R. L. Kingsbury, Prin. Perquimans Co. Trng. Sch.

Wingate-James E. Hogan, Prin. HS Winston-Salem

Robert S. Haltiwanger, Prin. Hanes HS, W. 28th St.

Claude R. Joyner, Prin. R. J. Reynolds HS Reagon L. Kuykendall, Prin. Griffith Sch.,

1385 W. Clemmonsville Rd. Hugh White, Prin. Mineral Springs HS, 3736 Ogburn Ave.

Julius A. Woodward, Prin. James A. Gray HS, Waughton St.

NORTH DAKOTA

Bismarck

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Cando-Lester R. Nyhus, Prin. HS

Crosby-Paul L. Baertsch, Prin. HS Devils Lake Burton F. Stevens, Prin. Central HS

Enderlin-Alvin P. Ziegenhagen, Prin. HS Pargu

Thomas W. Blair, Prin. Benjamin Franklin Jr. HS

Robert Brown, Prin. Agassiz Jr. HS Warren L. Evenson, Prin. Central HS

ameld Hermunslie, Prin. Oak Grove Lutheran HS

Garrison-Walter J. Szczur, Prin. HS

Grand Porks Lawrence W. Hanson, Prin. Central HS, Box

James M. Laing, Asst. Prof. of Educ., Univ. of North Dakota

Alfred S. Nehring, Prin. Valley Jr. HS, 501 N. 20th St.

Elton H. Skarperud, Prin. Jr. HS.

Harvey-Virgil L. Bartlett, Prin. Sheyenne River Acad.

Lebron-Agna C. Presthus, Prin. HS

Jamestown-Albert L. Gullikson, Prin. Sr.

Mandan-August Spriss, Prin. HS

Minot

Arthur Alberts, Prin. Jr. HS

Joel A. Davy, Prin. Sr. HS

Henry W. Schneider (Rev.), Prin. St. Leo's

Otto J. Tonneson, Prin. Dakota Lutheran HS

Mohall-John Gohrick, Prin. HS

Prin. Fark River-Fridjon Thorliefson, Walsh Co. Agric. Sch.

Riverdale-Arne Thorson, Prin. HS Rugby-Myron E. Fahey, Prin. HS

Tappen-Ronald McKee, Prin. HS Tolna F. Leslie Pavek, Prin. Tolna Special

Valley City

James Adair, Prin. HS

Sister Annetta, Prin. St. Catherine HS. Wahpeton-Alvin E. Hans, Prin. HS Watford City-Ray Mahany, Prin. HS

Wyndmere-Margaret Matthews, Prin. HS

OHIO

Ada-Charles E. Lundy, Prin. HS Akron

Lawrence L. Bowman, Prin. Portage Jr. HS, 357 Birch St.

Adaline G. Brown (Mrs.), Asst. Prin. Garfield HS, 435 N. Firestone Blvd.

Ruth A. Courtney, Hdm. Old Trail Sch., 2425 Covington Rd.

Perkins Jr. HS, 565 E. Archwood Ave.
J. Dillebay Stanley R. Dengler, A. J. Dillehay, Asst. Supt of Schs., 70 N. Broadway

W. Eckard, Prin. Coventry HS, 1135 Portage Lake Dr.

John W. Flood, Prin. Garfield HS, 435 N. Firestone Blvd.

H. D. Foss, Prin. Goodrich Jr. HS, 933 Greenwood Ave. Russell L. Fouse, Prin. Kenmore HS, 350

Ido Ave. John F. Hagen, Prin. Kent Jr. HS. 1445

Hammel St. F. E. Hawk, Jr., Asst. Prin. Kenmore Jr. &

Harland Horton, Prin. Evening HS, 123 S. Forge St.

Henry G. James, Asst. Prin. Akron South HS, 1055 East Ave.

Clyde T. Monroe, Asst. Prin. Akron Kenmore HS, 721 Iona Ave.

Kenneth Moore, Prin. West Jr. HS, 315 S. Maple St.

Charles D. Querry, Asst. Prin. Akron North HS, 985 Gorge Blvd. Oscar L. Schneyer, Prin. John R. Buchtel HS,

1040 Copley Rd.

Sister M. Dominica, OP, Prin. St. Vincent HS, 154 W. Market St. Sister M. Gerard, Prin. St. Mary HS, 725

Sister Marianne, OP, Prin. Our Lady of the Elms HS, 1230 W. Market St. Lewis H. Smith, Prin. Goodyear Jr. HS, 49

N. Martha Ave. James A. Stone, Prin. Springfield Twp. HS,

Ronald E. Switzer, Prin. Jennings Jr. HS.

225 E. Tallmadge Ave. James H. Tucker, Prin. Akron North HS,

Robert Tucker, Prin. Ellet Jr.-Sr. HS, 309 985 Gorge Blvd.

Woolf Ave. Lewis C. Turner, Prin. Akron South HS,

Sumner W. Vanica, Prin. Perkins Jr. HS,

John C. Van Sickle, Asst. Prin, Akron East

HS, 80 Brittain Rd. Fred C. Weber, Prin. Akron Central HS.

Alliance—Oscar Andreani, Asst. Prin. HS

Amherst-Marion L. Steele, Prin. HS Amsterdam-John E. Gregg, Exec. Head of

Anna Charles E. Stewart, Supt. of Schs. Springfield Schs. Apple Creek-Dick I. Rich, Prin. Waynedale

Arcadia-Charley E. Groth, Exec. Head of

Archbold-Jacob H. Spengler, Supt of Schs., 304-306 Stryker St.

Ashland-John E. Hartzler, Prin. HS, 60 Samaritan Ave.

Ralph E. Curie, Prin. Edgewood HS

Clarence M. Horst, Prin. West Jr. HS, 1105 W. 52nd St.

M. Meehan, Prin. Ashtabula Harbor HS,

Maurice E. Rowley, Prin. HS, W. 44th St.

H. E. Benz, Prof. of Educ., Coll. of Educ.,

George E. Hill, Prof. of Educ., Coll. of Educ., Ohio Univ.

Don F. Thomann, Prin. HS

Attica Robert H. Schneider, Supt of Schs. Atwater-Robert C. Parsons, Exec. Head of

Austinburg Carl B. Bauder, Pres. Grand

Avon-David G. Mullison, Prin. HS, Stony

Avon Lake Glenn A. Slusser, Prin. HS, Center Rd.

Raymond B. Craig, Exec. Head of Liberty Union HS, 312 S. Main St.

George M. Saribalas, Prin. Liberty-Union HS. 501 W. Market St.

MAY begton

Robert C. Maus, Prin. Norton HS, Rt. 4

H. A. Pieffer, Prin. HS

C. E. Queen, Asst. Prin. HS, 289 Hopocan Ave. Ralph C. Schlott, Prin. Norton HS, 4128

Cleveland-Massillon Rd. Charles A. Seese, Prin. Highland Jr. HS,

1152 Belleview Ave. Barnesville-Jack C. Berryhill, Prin. HS, 210 W. Church St.

Bartlett-Harvey W. Graham, Exec. Head of

Bay Village-Edward S. Wells, Prin. Bay HS. Cahoon Rd Beach City-Fred H. Manning, Supt of Fair-

less Schs. Bedford

William E. Dellard, Prin. Jr. HS

William A. Vorlicky, Prin. Sr. HS. 653 Washington St.

Bellaire

J. A. Dixon, Prin. HS

Patrick J. Harvey (Rev.), Prin. St. John's Central HS, 37th & Guernsey Sts.

Bellefontaine-Philip Q. Freeman, Prin. HS

DeWayne Burke, Prin. Jr. HS.

Eugene S. Glasgo, Prin. Sr. HS John R. Heter, Guid. Dir. Sr. HS, 2801/2 W. Main St.

Berea

J. B. Crabbs, Prin. HS

G. H. Deutschlander, HS

Bluffton-Wilmer R. Bechtel, Prin. HS, 335 S. Main St.

Bolivar-Dale Porter, Exec. Head of Tuscarawas Valley Sch.

Bowling Green

John E. Gee, 916 Lambert Dr.

E. N. Littleton, Prin. Jr. HS, 140 S. Grove St. John W. Parlette, Prin. Sr. HS

Brecksville Walter F. Wisnieski, Prin. HS Brookfield

Joseph P. Barrick, Prin. HS

Carl D. Hammond, Exec. Head, Brookville Schs.

Bryan-Joseph Newell, Prin. HS Bucyrus Robert Latta, Prin. HS

Burton-Frank E. Samuel, Prin. West Geauga HS

Butler-Ralph E. Pollock, Exec. Head of Schs., 28 College St.

Cambridge—Cecil J. McFarland, Prin. HS Campbell Sandron S. Parenti, Prin. Mem-

Canal Winchester-Gerald D. Hartman, Prin. Canal Winchester Sch., Box 8 Canton

Samuel R. Johnson, Supt. Canton South HS, 600 41st St., S. E.

Francis L. Kinney (Rev.), Prin. Brunnerdale Seminary, Rt. 1

arl W. Martin, Prin. Timken Voc. HS, 5154 Stayman Ave., N. W. Carl W.

Sister Mary of the Angels, HHM, Prin. Central Catholic HS, 4824 Tuscarawas St., W.

M. P. Watts, Prin. John H. Lehman H. 1120 15th St., N. W. Cardington-J. L. Patterson, Supt of HS

Castalia-Stephen C. Acierno, Prin. Kegaretta HS

Celina

W. O. Cline, Prin. HS, 709 E. Livingston & Oliver W. Gratz, Prin. Jr. HS, 507 E. Fulton

Sister Mary Bernard, Prin. Immaculate Coception HS, 125 W. Wayne St. Centerville-James Loughridge, Prin. Wab-

ington HS. Box 473

Chagrin Palls Lewis W. Black, Asst. Supt. Orange Scha. 103 S. Main St.

Theodore C. Gurney, Prin. HS, 102 Maple ridge Rd. Philip C. Putnam, Prin. Orange HS

Chardon

Ira A. Canfield, Supt of Schs.

Rex W. Thornburg, Prin. HS, 111 Fifth Ave. Chesapeake—Tom Hesson, Prin. HS Chesterland-G. Robert Fox, Supt. West. Geauga Schs., Chillicothe Rd.

Chillicothe

Charles R. Estle, Prin. HS

Clifford L. Schweinfurth, Prin. Unioto HB

Alice Mary, Prin., Catholic Central Sister HS, 61 S. Paint St. Cincinnati

Roy L. Anderson, Dir. Sec. Schs., 1012 Crest Circle

Joseph C. Ayer, Asst. Prin. Hughes Jr. Ha 2515 Clifton Ave.

B. S. Bradbury, Prin. Wyoming HS Rayburn W. Cadwallader, Prin. Withrow HS, 3576 Zumstein Ave.

Roy E. Cahall, Prin. Roberta Taft Sr. HS. 6222 Beechcrest Pl.

B. K. Clinker, Prin. North College Hill HS Robert P. Curry, 608 E. McMillan St. Lloyd R. Day (Mrs.), Prin. God's Bible Sch.

1810 Young St. F. Fay, SJ, (Rev.), Prin. St. Xavier HS, 635 Sycamore St.

Victor M. Fowler, Prin. Green Hills HS Marius P. Garofalo, 3569 Carmel Terrace Kenneth W. Gillilan, Prin. Deer Park H. 3808 Indian View

Ralph J. Gorg, SM (Rev.), Prin., Purcell HS. 2935 Hackberry St.

Edmond Hammond, Prin. Colerain HS. 4889 Hanley Rd.

Arthur J. Havlovic, Prin. Western Hills HS Richard F. Hobson, Asst. Prin. Western Hills HS, 2144 Ferguson Rd.

Harold Howe, II, Prin. Walnut Hills HS, Blair Ave. & Victory Pkwy.

Elmer W. Kizer, Prin. Hughes HS Robert A. Martin, Prin. Mariemont HS Winton L. Moeller, Prin. New Woodward HS, Reading Rd. & Seymour Ave.

Harold E. Nichols, Prin. Lyon Jr. HS, 5061 Anderson Pl.

Carl Ryan (Rt. Rev. Msgr.), Supt. of Cath olic Schs., 5418 Moeller Ave. Merlin E. Shade, Asst. Prin. Mariemont HS.

6961 Thorndike Rd.

pan C. Shell, Prin. Lockland HS, 305 N.

Copper Ave.

Sister Esther Marie, RSM, Librn. Our Lady of Cincinnati Coll., Edgecliff, Walnut Hills Sister Margaret, SHSND, Dir. of Educ., Sisters of Notre Dame DeNamur, 701 E.

Columbia Ave.

Sster Marie Eulalia, Prin. Mt. Notre Dame

HS, 701 E. Columbia Ave. Sister Mary Consolata, SC, Prin. St. Mary HS, Erie Ave., Hyde Park

Sister Mary Emily, RSM, Prin. Mother of

Mercy HS, 3036 Werk Rd. Prin. Mc-CSJ, Sister Mary Francine, CSJ, P. Nicholas HS, 6532 Beechmont Ave.

Clarence A. Sommer, Assoc. Prof. of Educ., Xavier Univ., Dana at Victory Pkwy.

Edwin C. Sutton, Jr., Prin. Schwab Jr. HS, 4370 Beech Hill Ave.

Edward W. Titus, Prin. Anderson HS, 1239 Nordica Lane

C. O. Tower, Prin. Central HS, 3520 Central Pkwy. Arthur I. Vigard, Asst. Prin. Withrow HS,

4138 Jora Lane

Robert L. Walter, Prin. Indian Hill HS, 6100 Drake Rd.

Cleon J. Wingard, Prin. Abigail Cutter Jr. HS. Woodward & Sycamore

Circleville-J. Wray Henry, Prin. HS, 517 Circle Court St.

Cleveland

Lee B. Bauer, Prin. Marshall HS, 3952 W. 140th St.

Thomas H. Bodie (Rev.), Pres. Cathedral Latin Sch., 2056 E. 107th St.

Willard C. Bryan, Prin, Newton D. Baker Jr. HS, 3690 W. 159th St.

Charles E. Bryenton, Prin. Wilbur Wright Jr. HS

C. David Cotterman, Prin. Garfield Park Sch., 4840 Turney Rd.

D. C. Courtright, Prin. Cleveland Trade Sch., 535 Eagle Ave.

Harold L. Cruikshank, Hdm. University 8ch., Claythorne & Brantley Rds.

Flavius L. David, Prin. Empire Jr. HS, 2547 North Moreland Oliver J. Deex, Prin. Glenville HS, 810

Parkwood Dr.

Alva R. Dittrick, Prin. John Adams HS. 3817 E. 116th St. Benedict Dobrancin (Rev.), Prin. Benedic-

tine HS, 2900 East Blvd. M. J. Eck, Prin. Edison Occupational Sch.

7101 Hough Ave. Michael P. Effron, Prin. East Tech. HS,

2470 E. 55th St. Frank O. Hurd, Prin. Fairview HS, 4507

W. 213th St. Edward F. Jerrow, Prin. John Hay HS, 2081 E. 96th St.

R. Wallace Lackey, Prin. Mayfield HS, 1415 Washington Blvd.

John F. Leahy, Assoc. Prof. of Educ., John Carroll Univ., Univ. Heights John B. T. HS.

John E. Lee, Prin. Charles W. Eliot Jr. HS. 15700 Lotus Dr.

Charles P. Lindecamp, Prin. Garfield Heights HS, 4900 Turney Rd.

Grace A. Martin, Prin. Jane Addams Voc. HS, 4940 Carnegie Ave.

Neil D. Mathews, Prin. Rhodes HS, 5100 Biddulph Ave.

Lewis F. Mayer, Supt. of Schs., Fairview

F. S. McCormick, Asst. Supt of Schs., 1380 E. Sixth St., Rm. 317

Lewis H. Mills, Prin. Audubon Jr. HS, 3055 East Blvd.

T. O. Moles, Prin. West HS

T. F. Murray (Rev.), Prin. St. Ignatius HS, 1911 W. 30th St.

Egbert W. Nieman, Prin. Shaker Byron Jr. HS, Shaker Heights Scha.

John K. Nieman, Prin. Brooklyn HS, 9200 Biddulph Rd.

Russell H. Nyland, Prin. Herrick Jr. HS, 5407 McBride Ave.

Robert H. Owens, Prin. Wilson Jr. HS, 1625 E. 55th St.

Arthur M. Pikor, Prin. Griswold Insti., 1766 East 12th St.

Donald G. Quick, Prin. Schaaf Jr. HS, 5983

Robert C. Ray, Prin. Cuyahoga Heights HS, 4820 E. 71st St.

Harry E. Ritchie, Asst. Supt. in Charge of Curric, Development, Pub. Schs., 1380 East

Russell H. Rupp, Prin, Shaker Heights HS, Aldersyde & Onaway Rds.

Erwin F. Sagehorn, Prin. Cleveland Lutheran HS, 2648 Prospect Ave. Oscar P. Schneider, Prin. Collinwood HS,

15210 St. Clair Ave. Robert A. Shupp, Prin. Brush HS, Mayfield

at Evanston F. L. Simmons, Prin. East HS

W. Fletcher Simpson, Prin. Woodbury Jr. HS, 2884 Woodbury Rd.

Sister Alice Marie, OSA, Prin. Villa Angela Acad., 17001 Lake Shore Blvd.

Sister Francis Anna, Prin, Holy Name HS, Sister M. Francis Clare, Prin. St. Procop HS,

Sister M. Patricia O'Donnell, Community Supvr., Sisters of St. Joseph, 3430 Rocky

Sister Margaret Quinlan, Prin. St. Joseph Acad., 3430 Rocky River Dr.

Sister Marie Bernard, Prin. Lourdes Acad.,

Sister Marie Joanmarie, SND, Prin.

Stephen HS, 1903 W. 57th St. Sister Mary Bertille, SND, Prin. St. Francis

HS, 7216 Myron Ave. Sister Mary Concepta, Prin. St. John Cantius

Sister Mary Ellen, Prin. Hoban-Dominican HS, 17900 Harvard Ave.

Sister Mary Justille, SND, Prin. St. Boniface HS, 3588 W, 52nd St.

Sister Mary Owen, SND, Prin, Notre Dame

Acad., 1325 Ansel Rd. SND, Educ. Dept., Sister Mary Priscilla, Notre Dame Coll., 4545 College Rd.

Sister Mary Sean, Prin. St. Michael HS, 2202 Prame Ave.

Sister Mary Sophia, Prin. St. Stanislaus HS, 6615 Forman Ave., S. E.

Wayne G. Smith, Prin. South HS, 3901 E. 74th St.

John F. Stafford, Prin. Patrick Henry Jr. HS, E. 123rd St. & Durant Ave.

John J. Stillinger, Prin. Nathan Hale Jr. HS, 3588 East Blvd.

Lester J. Tome, Prin. Warrensville Heights HS, 4285 Warrensville Center Rd

C. C. Tuck, Prin. West Tech. HS, W. 93rd St. & Willard Ave. Guy F. Varner, Prin. Lincoln HS,

3001 Scranton Rd. Lloyd Z. Walton, Prin. Thomas Jefferson Jr.

HS, 3145 W. 46th St. Leonard L. Werstler, Prin, William Dean Howelis Jr. HS, 4016 Woodbine Ave.

Cleveland Heights

John F. Donnelly, Prin. Monticello Jr. HS M. W. Herkner, Prin. Roosevelt Jr. HS, 1771 Lee Rd.

Walter P. Kincaid, Prin. Roxboro Jr. HS. 2400 Roxboro Rd.

Paul S. Nash, Prin. HS, 3399 Tuliamore Rd. Hugh V. Perkins, Asst. Prin. Heights HS, 13263 Cedar Rd.

Sister Mary Fabian, OSU, Prin, Beaumont Sch. for Girls, 3240 Fairmount Blvd.

Clyde-Gerald C. Daniels, Prin. HS

College Corner-Norman W. Michel, Supt. Union Scha.

Columbia Station-John C. Evanoff, Prin. HS, Rt. 2

Columbiana-W. Gayl Gloss, Prin. HS Columbus

Harold B. Alberty, Prof. of Educ., Dept. of

Educ., Ohio State Univ. Warren E. Beers, Prin. Indianola Jr. HS, 420 E. 19th Ave.

Ralph D. Beery, Prin. Grandview Heights HS, 1587 W. Third Ave.

Austin Besancon, Prin, East HS

Harriette L. Brown, Vice Prin. West HS. 36 Auburn Ave.

J. Bailey Bush, Prin. Gahanna Lincoln HS, 223 W. North Broadway

Robert F. Darrow, Prin. West HS, 179 S. Powell Ave.

Ralph M. Delk, Prin. Mifflin HS, 2546 Sunbury Rd.

Harriet L. Dieter, Asst. Prin. Crestview Jr. HS, 251 E. Weber Rd.

Joseph A. Dorff, Prin, Upper Arlington HS, 2071 Incheliff Rd.

N. Drake, Prin. Mohawk Jr. HS, 471 S. Sixth St., Honorary Life Member

Wilbur C. Dyer, Prin. Linden-McKinley HS, 1320 Duxberry Ave. H. Eikenberry, Prof. of Educ.,

State Univ., 38 W. Beechwold Blvd. Ohio H. M. Emswiler, Commissioner Ohio HS

Athletic Assn., 4161 N. High St. Leslie M. Evans, Prin. Clinton Jr. HS, 3940 Karl Rd.

Hazel Faringer, Vice Prin. North HS, 100 Arcadia Ave.

Ralph M. Garrison, Elem. & Sec. Educ. Div., State Dept. of Educ., State Office Bldg.

E. E. Gearhart, Prin. Marion Franklin 🗷 708 Chelsea Ave.

Genevieve Griffith, Vice Prin. Central H 75 S. Washington Blvd. Robert F. Harper, Vice Prin, Clinton Jr. E.

3940 Karl Rd. C. T. Hathaway, Vice Prin. Linden-McKinky

HS, 847 S. Broadleigh Rd, Edgar W. House, Prin. North HS, 100 Areads

Ave. Lester W. Huber, Prin. Central HS, 1711

Stelzer Rd. C. W. Jones, Prin. Bexley HS, 326 S. Cassing ham

Paul R. Klohr, Dir. Univ. Sch., Ohio Star Univ.

Walter R. Marvin (Mrs.), Hdms. Columbu Sch. for Girls, 56 S. Columbia Ave.

Theodore H. Mayer, Prin. Eastmoor Jr.& HS, 417 S. Weyant Ave. Lowell H. Columbus

McAllister, Prin. Hilltonia HS, 144 S. Huron Ave.

William J. McConnell, Asst. Commissioner Ohio HS, 4161 N. High St.

Lower Michael, Prin. George C. Beery Jt HS, 2640 Lockbourne Rd.

Robert L. Nash, Prin. Barrett Jr. HS. 4 Deland Ave.

Paul J. O'Dea (The Very Rev.), Dean Studies, College of St. Charles Borrowet 2010 E. Broad St.

Carey M. Pace Jr., Vice Prin. Mohawk Jr. Ha 2159 Edgevale Rd.

David P. Randall, 83 Powhatan Ave. E. A. Rickart, Prin. Mifflin HS, 2546 Sunbury Rd.

William F. Rogers, Prin. Franklin Heights HS, 887 Stephen Dr.

Sister M. Eunice, Prin. Rosary HS, 50 Berkeley Rd. Sister M. Evangela, OSF, Prin. St. Mary H.

685 Mohawk St. Sister M. Leonarda, Prin. St. Mary of the

Springs Coll. & Acad. Sister Ursula Marie, Dir. St. Mary of Springs

Acad, Fred C. Slager, Deputy Asst. Supt. of Schl-

270 E. State St. H. Delbert Swain, Prin. South HS, 1160 And

Don E. Thatcher, Prin. Crestview Jr. HS.

251 E. Weber St. Raymond E. Trinter, Prin. Starling Jr. Ba

85 E. North Broadway Vansant, Prin. Hamilton Twp. Ha

1220 S. Ohio Ave. Harold D. Washburn, Prin. Roosevelt Jr. HS.
D. E. Willey, Prin. Everett Jr. HS.

Dennison Ave. Coord. Div. of Tchr. Irvin F. Young, Personnel, Pub. Schs., 270 E. State St.

Conneaut James H. Wolfe, Prin. HS, 229 Sandusky St.

John Yesso, Prin. Jr. HS, 805 Mill St. Continental—Charles D. Dysert, Supt. of Schs.

Coshocton-Otto B. Walker, Prin. HS, 189

Covington—Louis A. Apwisch, Prin. HS, 29 Grant St.

Crestline-Arthur T. Enoch, Prin. HS

Creston-Henry S. Vablonski, Prin. Norwayne HS, Rt. 1

Osyahoga Palls

Worden M. DeWitt, Prin HS, 2560 Fourth St. H D Saurer, Asst. Prin. HS, 2375 14th St. Belton-I. Glen Berg, Prin, HS

Dayton

H L Boda, Asst. Supt. of Schs., 3101 Kenmore Ave

Richard H. Bridgman, Asst. Prin. Van Buren Jr. HS, 1013 Larriwood Ave

Brother Charles A. Opferman, Prin. Chaminade HS, 505 S. Ludlow St.

Floyd F. Carpenter, Prin. Stivers HS, 1313 E. Fifth St Orville L. Edmundson, Prin. Madriver Twp.

Scha., 1830 Harshman Rd. L Howard Flatter, Asst. Prin. Fairmont HS,

4209 Schrubb Dr. Jay W. Holmes, Prin. Wilbur Wright HS

Stanley McGowan, Asst. Prin. Oakwood HS, 1200 Far Hills Ave. R hard W. Patterson, Prin. Oakwood HS Lloyd G. Phillips, Prin. Dunbar HS, 517 Ruth

Ave J. E. Prass, Asst. Supt. Kettering Sch. Dist.,

4201 Ackerman Blvd. Nettie Lee Roth, Prin. Roosevelt HS, 2013

W Third St. Hugh C. Sauer, Prin. Northridge Sch., 5120

N. Dixie Carl E. Shannon, Prin. Kiser HS, Troy & Leo Sts

Charles Shimp, Prin. Jefferson Twp. HS, 2989 S. Union Rd.

Paul A. Sibbing, Inspector of Schs., 4370 Patterson Rd.

Sister Mary Seraphine, SND, Prin. Julienne

HS, 325 Homewood Ave. D. L. Sollenberger, Prin. Kiser HS, 1401

Leo St. Richard R. Somers, Prin. Fairmont HS, 3700 Far Hills Ave E G. Whitworth, Prin. Colonel White HS.

1025 Sherwood Dr. Defian

Franklin G. Blue, Prin. HS

Russell B. Leuthold, Prin. Ayersville HS,

DeGraff-James M. Lipham, Supt. of Schs. Delaware Thomas D. Graham, Prin. Frank B Willis HS

Delphos-William J. Koch, Prin. Jefferson HS, 710 S. Main St.

Dennison Sister Agatha, Prin. Immaculate Conception Sch., Shermat at N. First St. Dover-Lloyd J. McCrory, Prin. HS, N.

Walnut St. Doylestown-Kenneth L. Black, Prin. HS. 61 Elmwood Dr.

East Canton—Donald J. Thoma, Supt. Osna-burg Schs., 319 E. Nassau St.

East Cleveland

Wayne C. Blough, Prin. Shaw HS, 15320 Euclid Ave.

L. L. Myers, Prin. W. H. Kirk Jr. HS, 14410 Terrace Rd.

Sister Mary Alma, Prin. Ursuline Acad. Sacred Heart, 14016 Euclid Ave.

East Liverpool—George Hargraves, Prin. HS. 1023 Penn Ave.

Eston-Gene Ellington, Prin. HS

Elmore-Lamar R. Hetrick, Supt. Harris-Elmore Scha.

Elyria

Foster Elliott, Prin. HS

J. Irvine King, Supvr. Lorain Co. HS, 420 W. Third St.

Sister Mary Loyola, SND, Prin. Elyria Dist. Catholic HS, 725 Gulf Rd.

Don E. Swartz, Prin. Ridgeville HS, 263 Rosemere Ave.

Englewood -Lowell E. Gingrich, Prin. Randolph HS

Henry R. Campbell, Prin. HS

Lloyd N Monnin, Prin Jr High & Elem Sch Enclid

L. Holloway, Prin. Central Sch., Robert 1520 Chardon Rd.

Leonard E. Loos, Prin. Shore HS

Clifford G. Owens, Prin. Sr HS, 711 E 222nd Pairborn-Edwin Burkhart, Prin. HS

Pindlay H. F. Hamilton, Prin. Glenwood Jr. H8

Albert L. Mattoon, Prin. Sr. HS C. A. Robbins Prin, Donnell Jr HS, Baldwin & West Sts.

Port Jennings -Clarence W. Specht, Exec. Head of Jennings Schs., Box 156

Fort Recovery Eugene A. Stoner, Exec Head of Schs., Box 217

Postoria

Oscar K. Caldwell, Prin HS

Gene Zuber, Prin. Lowell Jr. HS

Powler-Lee H. Cauffield, Prin. Liberty HS, Rt. 1

James B. Haynes, Admin, Asst. Franklin H8 Darwin B Keye, Prin HS

Predericksburg-Thornton Smithville HS

Fremont

R. Cooper, Prin W. W Ross HS Edward V. Lavey (Rev.), Prin. St. HS, 716 Croghan St.

H. Randall Miller, Asst. Prin W. W Ross HS, 501 Croghan St.

Norman W. Healine, Prin. Jr. HS, 136 S. Boston

Edwin C. Treherne, Prin. Sr HS

Gailipolis-Ross H. Fleming, Prin. Gallia Acad. HS, Portsmouth Rd

Garfield Heights-Sister Mary Berchmans, Prin. Mary mount HS, 12425 Granger Rd. Garrettsville Orson E. Ott, Prin. James Gar-

Gates Mills-Brother Alfonso Comeau, CSC.

Hdm. Gilmour Acad. Germantown-Harry E. France, Prin. HS,

Gibsonburg-James W. Smith, Prin. HS, 507

Glendale-John E. Seeman, Supv. Prin. of HS.

Goshen-Simmie G. Alley, Jr., Supt. of Cler-

Grafton-B. B. Cox, Prin. Midview HS, Rt. 1 Granville-Howard Smith, Prin. HS, Box 292 Greenfield-C. E. Booher, Prin. McClain HS. Box 184

Greenville-Garland W. Kemper, Prin. HS, Fifth St. & Central Ave.

Grove City-John A. Ruehling, Prin. HS Blamilton.

John G. Benfer, Prin. George Washington Jr. HS, Madison Ave.

Theodore A. Bulow, Asst. Prin. Wilson Jr. HS, 1309 Oakmont Ave.

Robert W. Cropenbaker, Supt. of Fairfield Twp. Sch., 5050 Dixie Highway J. W. Elwell, Prin. Wilson Jr. HS, 714 Eaton

John O. Fry. Prin. HS

Richard F. Goos, Prin. Roosevelt Jr. HS, 12th & Walnut Sts.

Custer B. Reynolds, Prin. Fairfield HS Sister Blandine, SND, Prin. Notre Dame HS, 926 S. Second St.

Harrison-Ralph W. Sinks, Prin. HS, Washington & Broadway

Hartville-William N. Dean, Prin. Randolph HS. Rt. 2

Hilliards - Warren F. Thomas, Prin, HS Homer-Edwin W. Dean, Exec. Head Burlington Schs.

Hubbard-Claris E. Jones, Prin. HS, Clingan St.

Hudson

Ave.

Lloyd G. Benham, Prin, HS, West Middleton

Rd., Rt. 2 John W. Hallowell, Hdm. Western Reserve Acad.

R. W. McGill, Asst. Hdm. Western Reserve

Ruron-T. W. Hartley, Prin. HS, Ohio St. Independence James A. Harper, Prin. HS, 6324 Evergreen Dr.

Jackson-Melbra Thornton, Prin. HS Jackson Center-Therl L. Johnson, Supt. of

Schs., Box 476 Jeromesville-Earl J. Weikel, Prin. Box 38 HS

Jewett-Raymond A. Kammeyer, Supt. of Schs., Box 155

Kalida-John G. Phillips, Exec. Head of Schs.

Burton W. Gorman Head of Sec. Educ., Kent

Michel Herchek, Dir. Kent State Univ. Sch. Paul E. Smith, Exec. Head of Brimfield Jr. HS, Rt. 3
Robert W. Stanton, Prin, Kent Roosevelt HS, Park & Prospect Sts.

Kenton—Carl D. V. Russell, Prin. HS

Lakeview-Howard H. Browns, Exec. Head of Roundhead Sch., Rt. 1

Lakewood

Caspar C. Clark, Prin. Horace Mann Jr. HS, 1215 W. Clifton Blvd.

William B. Edwards, Supt. of Schs., 1470 Warren Rd.

Arthur J. Knape, Prin. Emerson Jr. HS Edgar A. Miller, 2163 Glenbury Ave.

Mahlon A. Povenmire, 2096 Lincoln Ave. Edward C. Rasmussen, Prin. Westlake HS. 1463 Hopkins Ave.

Sister M. Ellen Therese Slattery, Prin. St. Augustine Acad., 14808 Lake Ave.

Virgil A. Wallace, Prin. Harding Jr. E. 16600 Hilliard Rd.

Lancaster-Fred W. Lowry, Prin. HS, 315 I Mulberry St.

LaRue Raymond J. Carter (Rev.), 217 K High St.

Lebanon

Raymond M. Arnold, Prin. Jr. HS, Lebana Exempted Village Sch., Oakwood Ave Harry A. Bennett, Prin. HS, 59 Suncrest Dr Lectonia

Woodrow W. Bailey, Prin. HS

Joe W. Driscoll, Prin. Fairfield HS, 41 Chestnut St.

LeBoy-Eugene N. Clark, Supt. of Westfield Sch., Box 85

Lewisville-Donald K. Cobb, Prin. HS Liberty Center-Jack P. Taylor, Prin. HS Lims

O. C. Knecht, Prin. Shawnee HS, Breese Rd. Rt. 1

Harry E. Martin, Prin. Sr. HS

Merl O. Reed, Prin. Central Jr. HS, 410 W. High St.

Bernard G. Roush, Prin. South Jr. HS. 50 S. Pine St.

Howard W. Scheuerman, Asst. Prin. Sr. HS Sister Mary Patrice, Prin. Central Catholic HS, 326 W. McKibben St.

Lisbon

Lee Arnold Kirkland, Prin. Beaver HS, Rt. I George M. Nace, Jr., Prin. David Anderson HS

Logan-Harley Ellinger, Prin. HS, 606 N. Wood St.

London-Lloyd H. Her, Exec. Head of Rockford Sch., Rt. 2

Lorain

William W. Barr, Supt, of Brookside Sch. William H. Gillies, Supt. Clearview Schs.

4700 Broadway

Ralph J. Holder, Prin. HS, 978 Mildred Ave. Kenneth C. Shook, Prin. Hawthorne Jr. HS. 5463 East Lake Rd.

Loudonville-Leslie O. Woodburn, Prin. H. Rt. 3

Louisville-Russell A. Strausser, Supt. of Schs., E. Main St.

Loveland-John J. Ogg, Prin. HS, 556 Paxton Ave.

Madeira

Walter E. Denecke, Prin. Sycamore HS. 7257 Rita Lane

Herbert L. Dericks, Prin. HS

Madison-Alexander Barr, Prin. HS. 139 E. Main St.

Mansfield

Wendell W. Blauser, Prin. John Simpson Jr. HS, 218 W. Fourth St.

Robert Y. Davis, Asst. Prin, Johnny Apple

seed Jr. HS, 219 Oakwood Dr. Robert E. Glass, Prin. Mansfield Sr. HS, 137 W. Park Blvd.

Robert Kennedy, Asst. Prin. John Simpson

Jr. HS E. W. Kissel, Prin. Johnny Appleseed Jr. HS. 1955 Lexington Ave. J. Olan Larue, Exec. Head of Madison Sch.

791 Maple St.

Wayne E. Miller, Prin. Madison HS, 494 Ashland Rd.

Maple Heights

W D. Coon, Prin. HS

John L. Fiala (Rev.), 17825 Libby Rd.

Fred Mullenix, Prin. HS, North Hills 3. Luke Runkel, Asst. Prin. HS

James E. Frew, Prin. Edison Jr. HS, Bellefontaine Ave. & Chatfield Rd.,

Darl H. Gatchell, Prin. Harding HS, Seminole & Mandana

Sister Myra, SC, Prin. St. Mary HS, 274 N. Prospect

Martins Perry

Russell H. DeVault, Prin. Bridgeport HS, Colerain Pike

Stephen Polinsky, Prin. HS

Martinsville-Roger D. McCormick, Supt. of

Massillon-I. W. Snyder, Prin. Washington HS. 340 First St., S.E.

Maumee-Gale A. Herbert, Prin. HS, Gibbs & Sackett Sts.

McConnelsville-James R. McFadden, Prin. Malta-McConnelsville HS, 21 E. Jefferson

Mechanicsburg-Evan D. Belville, Prin. HS

Frederick Aho, Prin. Buckeye HS, Rt. 3 Howard E. Claggett, Prin. HS, 420 E. Union St

Mentor

C. Garry Andrews, Asst. Prin. HS, Mentor

Bernard I. Harper, Prin. Mentor Shore Jr. HS, 1755 Hopkins Rd.

Ellis M. Hostetler, Prin. HS

Miamisburg

Eimer E. Dils, Rt. 2, Box 261 Frances W. Dils (Mrs.), Rt. 2, Box 261 Louis F. Mittler, Prin. HS

Franklin M. Young, Supt. of Schs., 224 Mad-

Middlebranch-Gene A. Dutter, Supt. HS Middleton-Herman H. Lawrence, Asst. Prin. Sr. HS

Middletown

D. R. Baker, Prin. Sr. HS Lawrence R. Krusling (Rev.), Prin. Fenwick HS, 405 S. Main St.

L. J. Ragland, Prin. McKinley Jr. HS, 1101 S. Main St.

Andrew E. Roper, Prin. Roosevelt Jr. HS Minerva-Donald F. Cassidy, Prin. HS, 505 W. Lincoln Way

Minford—Albert N. Hull, Prin. HS, Oliver Rd. Mingo Junction—John G. Muth, Prin. HS

Minster F. T. Lang, Exec. Head of Schs.
Monroe W. E. Davis, Prin. Lemon Monroe Morrow

Emery Bethel, Exec. Head of Little Miami

Thomas Somerville, Asst. Prin. Little Miami HS

Mt. Gilead—De Witt C. Nicholson, Prin. HS. Box 85

Mt. Healthy-M. D. Hartzier, Prin. HS, 7615 Harrison Ave

Mt. Pleasant-Norman C. Sommers, Supt. of Schs.

Mt. Sterling-Carl S. Burger, Supt. Fairfield-Mt. Sterling Scha., W. Main St.

Mt. Vernon

John R. Shull, Prin. Vernon Acad., Box 311 John C. Warrick, Asst. Prin. HS, 1217 N. Mulberry

Max Wiggins, Prin. HS, 166 Mansfield Ave. Murray City—Joseph J. Stone, Prin. HS

Mapoleon

John L. Johnson, Prin. HS

Theron O. Miller, Exec. Head of Florida Sch., Rt. 2

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ville-New Lebanon HS New Lyme-Simon D. Rechedy, Supt. of

Deming Sch.

New Philadelphia

William A. Fishel, Prin. HS, Box 231 Deo G. Steffen, Asst. Prin. HS, Box 478 New Washington-J. Roger Howe, Exec. Head of Schs.

Newark

Frew C. Boyd, Prin. Sr. HS

Lester B. Cox, Prin. Central Sch., W. Church St

Sister M. Bernetta, Prin. St. Francis De Sales HS, 40 Granville St. Sister M. Pius, OP, Libra., St. Francis De

Sales Sch., 40 Granville St. Neil A. Spearman, Prin, Lincoln Jr. HS, 39

Cottage St. Newcomerstown-Herbert S. Gary, Prin. HS.

211 E. State St. Newton Falls-George S. McCague, Prin. HS

Niles

Robert H. Sharp, Prin, McKinley HS A. I. Smith, Prin. Washington Jr. HS, 129

North Baltimore-Sewell Cameron, Supt. of Schs., 300 N. Main St.

North Bend-John E, Brannon, Prin. Taylor

HS, 30-36 Harrison Ave. North Canton-H. Wayne Russell, Prin. HS,

212 Seventh St. North Olmsted-Paul E. Rhodes, Prin. HS,

26970 Butternut Northfield-Lee M. Patton, Supt. of Schs.,

Box 1K

Albert W. Geselbracht, Acting Prin. HS, 2060 Sherman Ave.

Sister Mary Edwardine, Prin. Regina HS, 5400 Fenwick Ave.

Joseph D. Shenk (Rev.), 215 Church St. Ralph C. Waters, Supt. Salem-Oak Harbor HS

James Ehrman, Supt. Firelands Schs., Rt. 2 Fred Matheny, Prin. Firelands HS, Rt. 2 Paul E. Newell, Prin. HS, 32 Locust St. Wayne White, Prin. Firelands Jr. HS, Rt. 2 Old Washington—Dawerance H. Skatzes, Exec. Head Wills Schs.

Olmsted Palis-Gordon Boddy, Prin. HS. 25745 Cook Rd

Orrville-Robert Q. Norris, Prin. HS

Orwell-William A. Shipman, Supt. Grand Valley Scha

Ottawa-B. W. Cotterman, Exec. Head of Scha.

Oxford-R. W. Bogan, Supt. of Schs.

Palmerville.

John C. Corwin, Prin. Harvey HS

George Inscho, Jr., Prin. Riverside HS, 585 Riverside Dr

Donald P. McKenna, Prin. John R. Williams Jr. HS, 585 Riverside Dr. H. D. Rainsberger, Asst. Prin. Harvey HS.

344 Willow Dr Dennis Watson, Asst. Prin. Riverside HS, 585 Riverside Dr.

Parma

William Bassett, Prin. Sr. HS, Longwood & W. 54th Sts.

Henry P. Kurdsjel, Prin. Pleasant Valley Jr. HS, 9906 Pleasant Valley Rd. Paulding-Walker J. Huffman, Prin. HS

Floyd M, Ballinger, Prin, HS, Narrows Rd. Charles P, Cooper, Couns., HS, N, Ridge Rd. Perrysburg

Rex Murphy, Prin. HS

Oren C. Treece, Prin. Jr. HS

Pettisville-Mark H. Ray, Prin. HS Pioneer-Norbert A. Kurtz, Supt. of Schs.

Piqua Ralph Morton, Rt. 2, Box 92

Sister Mary Agnes, RSM, Prin. Catholic HS, 501 W. North St.

Robert G. Winter, Prin. Central HS, 316 College St.

Port Clinton-B. H. Corthell, Prin. HS

Portsmouth

Carl D. Bandy, Exec. Head Clay Sch., Rt. 6, Box 45

Father Robert G. White, Prin. Notre Dame HS, 2220 Sunrise Ave.

Edward H. Fournier, Prin. HS

T. W. Smith, Prin. East HS

Prospect—Clyde F. Forry, Supt. of Schs.

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Schs. 474 Sandy Lake Rd. Beading-R. M. Lawwill, Prin. HS, Jefferson

& Bonnell Ave.

Rittman Sylvan L. Wiles, Prin. HS, Rt. 1 Rocky River

Robert C. Cawrse, Prin. HS, 20951 Detroit Rd. Sister Mary of Lourdes, HHM, Prin. Magnificat HS

Harry M. Strothers, Prin. Jr. HS, 1631 Lakeview Ave.

Rootstown-Howard Cook, Supt. of Schs. Roseville-Robert D. Regula, Exec. Head HS,

Box 313 Rossford-Edgar E. Andrews, Prin. Exempted Village HS

St. Bernard-Olga Violet Stuerwald, Prin. HS St. Clairsville-Charles R. Miller, Prin. HS. 108 Woodrow Ave.

St. Martin-Sister Miriam, Dir. Ursulines Sch.

St. Marys Lester L. Hurley, Prin. Memona

Saint Paris-Harold P. Shank, Prin. Concord HS, 221 W. Plum St., Box 62

Salem-Beman G. Ludwig, Prin. HS, 230 N Lincoln Ave.

Sandusky

Raymond A. Etzel (Rev.), Prin. St. Mary HS Wallace C. Glenwright, Prin. HS Sebring—Donald W. Wise, Prin. Sebring

McKinley HS Seven Mile-Paul R. Needles, Prin. HS

Shadyside-Floyd V. Wright, Prin. HS, 300

Lincoln Ave. Shelby—J. E. McCollough, Prin. HS Shreve-Robert S. Wadsworth, Prin. HS Sidney

Stephen C. Brown, Prin. Sr. HS, 320 E. North St.

Sister Dolorita Marie, Prin. Holy Angels Ha 401 S. Main St. Solon-Walter S. Smith, Prin. HS, 32245 Bais-

bridge Rd. South Amherst-Thomas C. Simpson, Exec

Head of Sch., 152 W. Main St.

South Euclid Russell Hobart, Asst. Prin. Memorial Jr. II. Michael Palermo, Prin. Memorial Jr. H. 4621 Mayfield Rd.

Sister Mary St. Lawrence, SND, Prin. Regim HS, 1857 Green Rd.

Springfield

. L. Fox, Prin. Sr. HS, 700 S. Limestone Sister Maria William McDonald, Prin. Catholic Central HS, 233 E. Main St.

Steubenville D. Cunningham, Prin. Wintersville HR 614 Main St.

Albert C. May, Prin. HS

Joseph A. Sands (Rev.), Prin. Catholic Central HS, 320 W. View

Stow-P. I. Van Brunt, Supv. Prin. of Schs. 3732 Darrow Rd.

Strongsville-Craig B. Dowler, Prin. 13630 Pearl St.

Stryker-R. D. Rex, Prin. HS, Box 66 Suffield-David C. Nelson, Exec. Head of Schs., Box 67

Swanton—Byron F. Radebaugh, Prin. HS Sylvania—Franklin H. Laman, Prin. Burnham-Sylvania HS

Tallmadge-Oliver Ocasek, Prin. HS Terrance Park-Norman E. Purdy, Prin. HS Tiffin

Wilbert W. Martin, Sunnyside Farm, Rt. 3 Robert Pinkerton, Prin. Tiffin Columbian

Harold E. Stephens, Prin. Jr. HS Tiltonsville-Stanley M. Pielech, Prin. War-

ren Consol. HS Tipp City-Robert R. Ritchie, Prin. Tippe-

canoe HS, 220 W. Don St. Toledo

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5700 Whitmer Dr. Henry T. Boss, Asst. Prof. of Educ., Univ.

of Toledo Russell C. G. Brown, Boys' Couns., Thomas A. DeVilbiss HS

Victoria C. Canfield, Asst. Prin. Morrison R.

Waite HS, Morrison Dr. & Second St. Irvin Conrad, Curric, Dir., Thomas A. DeVilblas HS

Philip H. Conser, Prin. Morrison R. Waite

Harvey Davis, Prin. John Wallace Whitmer H8, 5530 Whitmer Dr. Ray E. Deardorff, Exec. Head Ottawa Hills

Sch., 2532 Evergreen Rd. Frank A. Duvendack, Prin. Woodward HS.

600 E. Streicher St. Marguerite F. Griffith, Asst. Prin. Morrison

R. Waite HS, 521 Bancroft St. Herman A Harding, Asst. Prin. Libbey HS. 3422 Mapleway Dr.

J. L. Harrington (Rev.), Prin. Central Catho-

lic HS, 2570 Cherry St.

Gertrude F. Kanney, Asst. Prin, Libbey HS R J. Langstaff, Prin, Jesup W. Scott HS Charles R. Martin, Asst. Prin, Libby HS, 1250 Western Ave.

Merritt C. Nauts, Prin. DeVilbiss HS, 3100 Upton Ave

James F. O'Brien, Prin. Clay HS, 538 Grasser

Mildred Pasch, Girls' Couns., Thomas A. DeVilbiss HS

David R. Pugh, Adm. Asst., Board of Educ., 121 Southard Ave.

Robert Rettig, Activities Dir., Thomas A. DeVilbiss HS

Loy W. Rusie, Prin, Libbey HS, 1250 Western Ave.

Glenn W. Schaller, Prin. Clay Jr. HS, 5721 Seaman Rd.

Jesse W. Steiner, Asst. Prin. Morrison R. Waite HS, 3924 Rushland Ave.

Christian R. Thomson, Asst. Prin. Morrison R. Waite HS

Susannah R. West, Asst. Prin. Whitney Voc. HS. Washington & 16th Sts. Ethel A. Wooden, Prin. Whitney Voc. HS

17th & Washington Sts.

Foronto-Howard T. Roberts, Prin. HS Trenton-Calvin W. Young, Asst. Supt. Middletown Schs., 312 N. Miami St.

Trotwood-Darrel A. Vernon, Prin. Madison Twp. HS, 210 W. Sherry Dr.

Troy-Charles W. Secoy, Prin. HS Thrichsville-Samuel Shimp, Prin. HS

Upper Sandusky

Robert Barclay, Prin. HS L H. Houpt, Dir of Guid., HS, 368 W. Wyandot Ave.

Urbana

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Robert Jenkins, Prin. Jr. HS, 307 Lincoln Pl. Burr A. Simpson, Prin. HS, 577 E. Court St. Vanlue—H. Ercil Hinkle, Prin. HS

Van Wert

Robert Baker, Prin. HS Darrell W. Franks, Supt. Hoaglin-Jackson Sch., Rt. 2

Donald W. Marsh, Prin. Van Del HS, Rt. 1 Vaughnsville-Gaylord W. Myers, Exec. Head Sugar Creek Schs., Box 37

Vermilion-W. H. Gebhardt, Prin. HS, Decatur St.

Wadsworth

George O Mayer, Prin Centralized Sch. 548 College St.

Owen J Work, Prin Central HS, 171 Baidwin St.

Wapakoneta

F. E. Puderbaugh, Prin Blume HS, S. Blackhoof St.

Sister Mary Irenaca, Prin St Joseph HS, 309 S. Perry St.

Warren

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Gordon D. James, Prin Lordstown HS Rt 1 Sanford F Jameson, Supt of Schs. 645 Summit St., N.W.

George A. Job. Prin East Jr HS, 1470 South St. SE

Norman D Kepner, Prin Howland Twp HS. 200 Shaffer Di

Austin O Lemasters, Supt Howland Schs. 200 Shaffer Dr. NE

Milton Mollenkopf, Prin Warren Harding IIS. Elm & Atlantic Sta., N. E.

Joseph A Moore, Prin Harry B Turner Jr.
HS, 3005 Foster Dr., N E
John E Scharf, Asst Prin Harding Sr. HS,
1573 Edgehil Ave., S E

Sister Mary Florice, SND, Prin. St Mary HS, 447 High St., N.E.

A. Lawrence Strabley, Prin Warren Twp-Leavittsburg HS, 831 N. Park Ave

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Wanseon-David G. Elsass, Prin HS Wellington-Roy A. McCormick, Prin HS Wellsville William Menough, Prin. HS

A. Clair Eisele, Asst. Prin. HS, 20 N. Cedar

H. A. Russell, Prin. HS. 20 N Cedar St Cochran, Prin Jef-West Jefferson-Paul E ferson HS, 48 Mary St.

West Lafayette-Ralph Mikesell, Supt. of

West Milton-John A. Williams, Prin Milton-Union Village HS

George H. Bayliss, Prin. Revere HS

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Wren H. F Wise, Supt. Wren Village Sch. Tenta.

Carl H. Benner, Prin. Central HS, 516 N. West St.

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Yellow Springs

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Russell F. Carr, Prin. Bryan HS, 515 Xenia

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Fred C Beede, Prin, James Hillman Jr. HS, 150 W. Myrtle Ave,

E. J. Blott, Supt. Liberty Sch., 317 Churchill-Hubbard Rd.

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Robert L Fleming, Prin, South HS, 1835 Market St

E Francis, Prin. Canfield HS, 4298 Lake Rd E Genuske, Prin. Boardman Jr. HS, 7410

Market St Glenn W Holdbrook (Rev.), Prin. Ursuline

HS, 745 Bryson St. Burton Honey, Prin. East HS

Andrew M. Lindsay, Prin, Rayen Sch., 220 Benita Ave.

James W. Maione (Rev.), Diocese of Youngstown, 144 W. Wood St.

Gerhardt R. Mehl, 145 S. Roanoke

W L. Richey, Prin. North HS, 901 Liberty

John Schuller, Prin. Austintown-Fitch HS, 5800 Mahoning Ave

Sister M. Noella, HHM, Prin. St. Edward Jr. HS, 211 Redondo Rd. James W. Tidd, Prin. Tidd, Prin. Boardman HS, 7410 Market St.

Paul G. Wachter, Prin. Woodrow Wilson HS, 705 E. Indianola Ave.

Zanesville

Ada

Leslie D. Bone, Prin. Grover Cleveland Jr. HS, 714 Pershing Rd.

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Richard J. Endress (Rev.), Prin. Bishop Rosecrans HS, 1030 E. Main St. Virgil C. Miller, Prin. Hancock Jr. HS Ralph Storts, Prin. HS

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E. A. Williamson, Prin. HS, 18th & Stockton Alva

Bernard Ballard, Prin. Jr. HS, Rt. 3 Orville L. Korn, Prin. HS, 221 Locust St.

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H. F. V. Wilson, Prin. Douglass HS, Box 126 Bacone-Leo D. Harman, Dean Bacone Col. Barnsdall—Elbert L. Beach, Prin. Jr.-Sr Hi Box 105

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Bixby-Maurice L. Goff, Prin. HS, Box 608 Blackwell

Ocie A. Anderson, Prin. HS Leonard L. White, Prin, Lovett Jr. HS, 929 S. Second St.

Bristow

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Broken Bow-Bill H. Orr, Prin. Jr.-Sr. HS. Box 191

Carnegie-Ither D. Malone, Prin. HS, Box 665 Cherokee-Ralph L. Herren, Prin. HS Chickasha

Luitt K. Miller, Prin. Sr. HS Redford Stack, Prin. Jr. HS, 2302 S. 18th St Choctaw-A. M. Tompkins, Prin. Choctav Dunjee HS

Claremore-John McKeever, Prin. HS, 316 E. First St.

Clinton-Lloyd V. Irwin, Prin. HS, 1422 Place

Comanche Charles Holleyman, Prin. HS Cordell-Fred L. French, Prin. HS Cushing-George P. Rush, Prin. HS

Drumright-Clyde R. Bradley, Prin. HS. 301 S. Penn St.

Duncan Euwell V. Rutledge, Prin. Jr. HS, 714 Pine St.

Glen R. Waters, Prin. HS Durant-Wilbur Winters, Prin. HS, 1415 W

Locust St. Edmond-Clyde L. Ferguson, Prin. HS, 401 E. Eighth St.

Elmore City-Kenneth R. Mobbs, Prin. HS. Box 86

El Reno

910 W. Illinois

Walter P. Marsh, Prin. HS Asa M. Mayfield, Prin. Jr. HS

O. T. Autry, Prin. Emerson Jr. HS, 700 W. Elm St.

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Per-Carl B. Roblyer, Prin. HS, Box 26 Suga-James A. Adams, Prin. HS Soodwell-Adrian M. Wickstrum, Prin. HS emadfield-Morris A. Simonson, Prin. HS

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Clifford P. Wright, Prin. HS

Ouymon-Harold B. Hunnicutt, Prin. HS, May 133

Harrah-Murrell L. Burney, Prin. Jr. HS. Day 185

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Rickory-Grover L. Barker, Supt. of Schs. Mobart-Dured L. Gordon, Prin. HS Hollis-Earl R. Brecheen, Prin. HS, Box 333 Rominy-Robert T. Atterbury, Prin. HS Rooker-Raymond P. Semones, Prin. HS Rowe-William M. Mann, Prin. HS

William P. Adams, Prin. Jr. HS, 517 S. Broadway

Simon D. Parker, Prin. HS, 201 E. Brown St. Idabel

John A. Gimlin, Prin. Gray HS Horace C. Goss, Prin. Jr. HS. Box 488

0 M. McDaniels, Prin. Booker T. Washington HS

Jeaks-Frank W. Herald, Prin. HS Jet-Howard R. Nixon, Prin. HS

Reliyville-Dixon Cartwright, Prin. HS, Box Ringfisher-Loren L. Johnson, Prin. HS,

1005 S. Tenth St. Zonawa John H. Lawrence, Prin. HS, Box

Lawton

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A Richardson, Prin. Central Jr. HS John R. Sadberrty, Prin. Douglass HS, 723 Carver St.

Lone Wolf-Ivan W. Evans, Prin. HS anaford Frankie J. Basinger, Prin. HS.

Marietta

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Marlow-G. T. Daugherty, Prin. Jr. 115, 209 W Comanche

Mand Alfred A Parsons Prin HS Box 26 McAlester--Finas Sandlin Prin HS, 1207 E Seminole

McLoud-Dan H Scheer, Prin Harrah HS, Rt 2

Meridian -- Clarence C Cooper, Prin L'Ouverture Sch. Box 55

Miami Fred A Kelton, Prin HS

Midwest City

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Ray L. Polk, Prin Jarman Jr HS, Box 5527 Willard A. Roberts, Prin Dell City HS. Box 5527

Calvin T Smith, Prin Monroney Jr HS, Box 5527 James E Sutton, Jr., Prin Sr HS Box 5527

Minco-Joe W. O'Mealey, Prin HS Box 117 Moore-Fred P Machesney, Prin HS, Box 157

Mulhall-Phil Carrier, Prin HS, Box 7

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15th St. LeRoy R. Kirkpatrick, Prin. Manual Train-

ing Sr. HS, 817 Fondolac B. L. Wertz, Prin. Central HS

Morman

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of Educ., Univ. of Okla.

Mowata -- Howard C. Thompson, Prin Jr. HS. 608 S. Maple

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Oklahoma City Lee K. Anderson, Commissioner Okla, HS

Athletic Assn., 310 Okla Natural Bldg. Melvin W. Barnes, Asst. Supt of Scha., 900 N. Klein

F. R. Born, Curriculum Consul., State Dept.

Clarence B. Breithaupt, Prin. Central HS, 2012 N. W. 44th St.

Russell C. Browe. Prin. U. S. Grant Jr.-Sr.

HS, 5000 S. Penn, Box 302 Leon Bruner, Asst. Prin. Central HS, 817 N.

Robert B. Cheney, Prin. Classen HS, 18th &

Ted Clemens, Prin. Harding HS, 712 N. W.

Albert N. Cole, Prin. Capitol Hill Jr. HS,

Leonard W. Cox, Prin. Capitol Hill Sr. HS,

529 S. W. 35th St.

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Corry-Howard J. Sheen, Prin. Area HS Curwensville-John E. Boob, Prin. Jt. HS

Dallas

John F. Rosser, Prin. Franklin Monroe HS Frank Trimble, Prin. Westmoreland HS, Dailas Boro-Kingston Twp. Jt. Sch. Dist. Daimatia-James B. Finn, Prin. Mahanoy Jt.

Darby-Joseph Moran, Jr., Prin. Boro Jr. HS Davidsville-Paul C. Berkebile, Prin. Conemaugh Twp. Jr.-Sr. HS

Dayton-Leonard L. Holt, Prin. Jt. HS Denver-John P. Krick, Prin. Cocalico Union.

William Landis, Supv. Prin. Boro Schs.

M. H. Stump, Prin. Area Jt. HS Dickson City

Edward Munley, Prin. HS Joseph A. Tylenda, Prin. Jr. HS Dillsburg-Dale W. Smith, Prin. Northern HS, Box 412

Donora

Albert E. Ferrara, Prin. Jr. HS Michael J. Herk, Prin. Sr. HS

Samuel R. McHenry, Sr., Prin. Area Jt. HS,

Henry J. Miller, Supv. Prin. Jt. HS, Rt. 2 Downingtown-Samuel M. Evans, Prin. Jt.

Doylestown

A. A. Beshel, Prin. Hatbore-Horsham HS, Box 497

Paul T. Kosiak, Rt. 2

Robert B. Norris, Dir. of Sec. Educ., Central Bucks Jt. Jr.-Sr. Schs.

Arthur T. Reese, Admin. Asst. Central Bucks Jt. Jr.-Sr. HS, W. Court & LaFayette Sts. J. Edward Smith, Supv. Prin, Central Bucks Jt. Schs., LaFayette & W. Court Sts.

Du Bois

Karl M. Brewer, Supt. of Schs. J. T. Harriger, Prin. Sandy Twp. HS. Elton J. Mansell, Prin, Area Jt. Sr. HS William D. Weaver, Supt. of Schs., Sandy Twp. Schs.

Duke Center

William D. Igoe, Prin. Otto Jr.-Sr. HS Ralph L. Sweitzer, Supv. Prin. Otto-Eldred Jt. Schs.

Dunmore-Edward J. Devine, Prin. HS Duquesne Earl T. Elsbury, Prin. Edison Jr. HS, W. Mifflin Boro

Dushore-Sister M. Frederick, Prin. St. Basil HS

East Greenville-C. A. Roth, Prin. Upper Perkiomen Jt. HS

East McKeesport

H. R. Arnold, Prin. HS

Thomas R. Heslep, Prin, Park Terrace Jr. HS, N. Versailles Twp.

East Pittsburgh-Samuel Cirota, Prin. HS East Stroudsburg

Ralph O. Burrows, Prin. HS

C. W. Dupee, Dept. of Educ., State Tchrs. Coll Theodore E. Miller, Prin. Jr. HS

Easton

Albert S. Erb, Prin. HS Joseph Mamana, Prin. Wolf Jr. HS, Bushkill Dr., Rt. 2

Clyde R. Uhler, Prin. March Jr. HS Ebensburg-James L. Cook, Prin, Central Cambria Jt. HS

Eddystone-Horace F. Erb, Prin. HS Edinboro-James W. Parker, Prin. Area Jt.

Elderton-Paul W. Claypool, Prin. Jt. HS Elizabeth

Mother M. Antonia, DDR, Prin. Divine Redeemer Acad., Rock Run Rd., Rt. 1 James N. Shaver, Prin. Elizabeth-Forward HS

Elizabethtown—Samuel E. Dibble, Prin. Patton Masonic Sch. for Boys

Ellwood City-John A. Shepley, Prin. Lincoln

Emmaus-Howard K. Deischer, Prin. HS Enola-Raymond Forgie, Prin. East Pennsboro Twp. HS

Ephrata-Allen H. Hammon, Prin. HS Erie

Viola E. Andrews, Asst. Prin. East HS Frank E. Anthony, Prin. Tech. HS Joseph R. Fiorelli, Prin, Roosevelt Jr. HS Hamilton C. Gillespie, Prin. Strong-Vincent HS, 1330 W. Eighth St.

Harold D. Leberman, Prin. East HS Charles E. Lemasters, Prin. McDowell HS Robert B. McDonald, Hdm. Cathedral Prep. Sch., 225 W. Ninth St.

Adam F. Minkiel (Rev.), Prin. St. John Kanty Prep. Sch., 3002 E. 38th St. V. Skala, Prin. Lawrence Park Twp. Jr.

Sr. HS

John F. Ward, Prin. Gridley Jr. HS, 2809 Ash St.

Espy-Donald N. Rishe, Prin. Central Columbia Co. Jr. HS Evans City

O. F. Cashdollar, Prin. Evans City Area Jt. Jr.-Sr. HS

Albert Manerino, 216 E. Main St. Everett-D. Raymond Mack, Prin. Everett-Southern Jt. HS

Pairchance W. Jesse Franks, Supv. Prin. HS Fairfield-Richard E. Straup, Admin. Asst., Jt. HS

Pairview-Lloyd E. Bauman, Supv. Prin. Jt. Schs.

Parrell-Anthony J. Pintar, Asst. Prin. Jr. HS

Pawn Grove-Eldon S. Webb, Prin. Kennard-Dale HS

Payette City-Raymond Barker, Prin, Bellmar HS Pleetwood-Arthur J. Heckman, Prin. HS

Folsom

Norman B. Ferguson, Asst. Prin. Ridley Twp. HS

R. B. Sharer, Prin. Ridley Two. HS Leonard L. Smith, Prin. Ridley Twp. Jr. HS Ford City-Raymond E. Miller, Prin. HS Port Washington-Norman L. Jones, Prin,

Upper Dublin HS

Porty-Port-L. C. Bubeck, Prin. Jr.-Sr. HS Frackville-Charles W. Drumm, Prin. HS

Vern W. Alderson, Prin. Rock Grove HS. Valley Grove Schs.

Harry F. Newell, Prin. HS, Box 350

Fredericktown-Frank Greskovich, Prin. Bethlehem Jt. HS Freedom-Wendell E. McColgin, Prin. Free-

dom-New Sewickley Jr.-Sr. HS Precland-Lambert E. Broad, Prin. Mining

Mechanical Insti.

Presport-Harold J. Bush, Prin. Jt. HS George School-Richard H. McFeely, Hdm. George Sch.

Gettysburg

John A. Knickerbocker, Librn. Gettysburg Coll. Lib.

Frank H. Kramer, Prof. of Educ., Dept. of Educ., Gettysburg Coll.

G. W. Lefever, Prin. HS

Charles R. Wolfe, Dir. of Admissions, Gettysburg Coll.

Girard

Niel S. Madden, Prin. Rice Ave. Union HS Robert F. Studeny, Rector, Sacred Heart Mission Seminary

Glassport-Robert E. Whirl, Prin. HS

Glen Lyon-Chester Zimolzak, Prin. Pulaski Glenolden-Edward V. Topping, Prin. Inter-

Glenshaw-Mary R. Jeffery, Prin. Shaler HS

Glenside T. Russell Frank, Prin. Glenside-Weldon Jr.

M. Edward Northam, Prin. Abington Jr. HS.

373 Roberts Ave. Greencastle-James R. Martz, Prin. Greencastle Antrim HS

Greensburg

Sam W. Jacobs, Prin. HS

F. Emerson Kauffman, Prin. Hempfield Area

R. Neal Williams, Asst. Prin. Jr.-Sr. HS

Hughes D. Brininger, Prin. Area Jt. HS Sister Mary Rebecca, Prin. St. Michael's Sch. Edgar J. Snyder, Vice Prin. Area Jt. HS Grove City-Harlan J. Surrena, Prin. Jt. HS

Gays Mills J. Paul Jones, Prin. Randolph-East Mead Jt. HS

Gwynedd Valley-Sister Mary De LaSalle. Prin. Acad., of Sisters of Mercy

Hadley Glenn Smock, Prin.
Perry Jt. HS, Rt. 1 Commodore

Rallstead George Schmick, Prin. Blue Ridge

Hanover

Ray W Gray, Prin. Eichelberger Sr. HS W. Edward Sheely, Supt. of Sche

Harbor Creek-William K. Williams, Prin.

Harrisburg

Richard L. Ax, Prin. Susquehanna Twp. HS. Progress

Russell Edwards, Prin. Penbrook Jr. HS. 51 Banks St

Charles T. Fasnacht, Jr., Prin. Lower Paxton Jr. HS, Rt. 88

M. N. Funk, River House, Apt. 817, Front St. Harvey A Heintzelman, Chief, Occupational Information & Guid., State Dept of Pub.

Thomas J. Jenkins, Prin. Central Dauphin

Raymond N. Keim, Admin. Asst., Central Dauphin Jt. HS

Garth H. Kelley, Prin. Camp Curtin Jr. HS W. H. Reindel, Asst. Prin. Edison Jr HS Walter H. Shaull., (Rev.), Prin. Catholic HS, 22nd & Market Sts.

Kermit Stover, Supv. Prin. Central Dauphin

Jt. Schs., 4600 Locust Lane Francis G. Wilson, Prin. William Penn Sr.

Haverford-L. R. Severinghaus, Hdm. Haverford Sch.

Havertown

William J. Laramy, Prin. Haverford Twp. Jr.

Ray T. Mentzer, Admin. Asst. Haverford Jr. HS John W. Walker, Prin. Haverford Twp. Sr.

Hazlehurst-Hugh N. Lunn, Prin. Hamlin

Twp. HS Hazleton

James J. Malatack, Prin. H. F. Grebey Jr. HS William J. McLaughlin, Prin. Harman Jr.

George E. Shanno, Prin. Sr. HS

Hellertown-A. J. Oplinger, Prin. HS, Rt. 1 Hershey-W. Allen Hammond, Prin. Milton Hershey Sch. Hokendanqua-George D. Steckel.

Whitehall Twp. Jr.-Sr. HS

Hollidaysburg

Clarence W. Farley, Prin. Jr. HS Father Aloysius J. Hankinson, Prin. Franciscan Prep. Sch., Highland Hall

Homer City-LeRoy Smith, Prin. Laura Lamar Jt. HS

Homestead

D. H. Conner, Prin. Sr. HS John R. Lewis, Prin. Jr. HS

Honesdale

William T. McGinnis, Prin. HS

Sister Mary Mark, Prin. Catholic HS Hopewell-Carl R. Bruno, Prin. Robert P. Smith HS, Rt. 1

Houston-Frank Matz, Prin. Chartiers Twp.

Hummelstown-David J. Emerich, Prin. HS Huntingdon-George O. Shingler, Prin. HS Huntingdon Valley-George S. Robinson, Prin. Lower Moreland Twp. HS

Hyndman-Wade M. Kipp, Prin. Hyndman-Londonderry Jt. HS

Imperial

E. H. Hoshauer, Prin. West Allegheny Jt. Jr.

Anthony J. Miklausen, Prin. West Allegheny Jt. Sr. HS. Rt. 1 Indiana-Lambert Joseph, Prin. Indiana Jt.

Irwin

Harold E. Hench, Prin. North Huntingdon Twp. Jr.-Sr. HS

William P. Miller, Prin. Sewickley Twp. Jr .-Sr. HS, Country Club Heights, Rt. 4

Jacksonwald-Stephen R. Ruth, Prin. Exeter Twp. HS Jamestown-Raymond J. Bost, Prin. Pyma-

tuning Jt. HS Jeannette-Henry W. Pharaoh, Prin. HS

Albert D. Marriner, Prin. Jefferson-Morgan Jr.-Sr. HS

B. L. Parker, Prin. Jefferson-Morgan Jr.-Sr. HS

Jenkintown

Requa W. Bell, Supv. Prin. of Schs. John E. Rice, Acting Prin. HS Jersey Shore-Ira V. Grugan, Prin. HS Johnsonburg-Edwin J. Davies, Prin. HS Johnstown

Elmer J. Berkebile, Prin. Greater Ferndale Jt. Sch., 600 Harlan Ave.

Linford Greinader (Rev.), Prin. Central Catholic HS

Thomas J. Kochuba, Prin. Southmont Boro

John A. Migut, Asst. Prin. Jr. HS, 806 Chestnut St.

Clyde W. Reighard, Asst. Prin. Westmont-Upper Yoder HS

Albert N. Rubis, Prin. Central Sr. HS William F. Shaffer, Prin. Westmont-Upper

D. Albert Watts, Supv. Prin. Westmont Upper Yoder HS

Johnsville-Everett A. McDonald, Jr., Prin. William Tennent HS

Jonestown-John R. Roberts, Prin, Northern Lebanon Co. Jr.-Sr. HS

Mane-Robert A. Lowry, Prin. Area Jt. HS Karns City-Charles Hillard, Prin. Fairview Twp.-Karns City Jt. HS

Kennett Square-Forrest R. Schaeffer, Prin. Jr.-Sr. HS

Ring of Prussia-Robert R. Strine, Prin. Upper Merion Twp. HS, Rt. 1 Ringston—Burton W. Hankey, Prin. HS

Kittanning

Wade C. Hall, Prin. Jr. HS Richard E. Moffitt, Asst. Supt. of Armstrong Co. Schs., Court House

Knox-Herbert Chadman, Prin. Keystone Jt.

Kutztown

William L. Fink, Head Dept. of Educ., State

Merlin Stauffer, Prin. Area HS

Lancaster

D. H. Albertson, Prin. Edward Hand Jr. HS Robert C. Gribben, Prin. Catholic HS Theodore R. McComsey, Prin. Lancaster Twp. Jr. HS

S. William Ricker, Prin. Reynolds Jr. HS John H. Rodman, Prin. McCaskey HS Lansdale-Walton E. Landes, Prin. North Penn. Jr. HS

Lansdowne

William D. Lewis, 38 E. Greenwood Ave. Honorary Life Member Joseph D. Moore, Prin. Lansdowne-Aldan HS

Latrobe

Robert M. Crawford, Prin. Boro HS Louis Sedlacko, OSB (Rev.), Acting Hdm. Prep Sch., St. Vincent Coll.

Harry O. Wolfe, Jr., Asst. Prin. HS

Charles E. Gaskins, Prin. HS Joseph C. Hilbert (Rev.), Prin. Catholic HS. Box 233

George M. Houseal, Prin. Harrison Jr. HS Leetsdale-Robert A. McNamara, Quaker Valley Jt. HS

Lehighton-Daniel Farren, Prin. HS Lehman-Anthony Marchakitus, Prin. Lehman-Jackson Jt. HS Leisenring-Earl T. Trump, Prin. Dunbar

Twp. HS

Leola-Park A. Hess, Prin. Upper Leacock Twp. HS

Lewisburg Harold W. Hayden, Librn., Ellen Clark Bertrand Lib., Bucknell Univ. Stanford L. Kunkle, Prin. Jt. HS

Walter H. Sauvain, Acting Head, Dept. of Educ., Bucknell Univ.

Lewistown

C. S. Crumbling, 441 S. Brown St. M. E. Hutchinson, Asst. Prin. Jt. HS Richard F. Snyder, Prin. Jr.-Sr. HS Ligonier-John E. Beck, Prin. Ligonier

Valley Jt. Sr. HS Lima-Henry F. Hofmann, Prin. Pennerest

Jr.-Sr. HS, Box 188

N. J. Fuhrman, Prin. Warwick Twp. HS Byron K. Horne, Pres, Linden Hall Sch. for

Littlestown-Paul E. King, Supv. Prin. Jt.

Lloydell-Charles Signorino, Prin. Beaverdale Summerhill Twp. HS

Lock Haven

Reagan I. Hoch, Prin. Sr. HS T. Scott McLean, Prin. Jr. HS

Gerald R. Robinson, Prof. Sec. Educ., State Tchrs. Coll.

Sister M. Lucetta, Prin, Immaculate Conception HS

Mahanoy City-Robert T. Cook, Prin. Jr.-Sr. HS

Malvern

L. Dennis (Rev.), Hdm. Malvern Prep. Sch.

Norman T. Phelps, Hdm. Phelps Sch. Manchester-Carl W. Nelson, Prin. HS Manheim D. W. Witmer, Prin. Central Union

Mansfield-Warren L. Miller, Prin. Jt. HS Mapletown-George Kozar, Jr., Prin Southeastern Greene Jt. HS

Marcus Hook-Bennett H. Davis, Prin. Jr.

Marianna-Harold L. McCullough, Prin. West Bethlehem Twp. HS, Rt. 2

Marienville-Karl P. Seiffert, Prin. East Forest Jt. HS

Mars-J. H. Hudson, Prin. Boro HS

Masontown-Eugene Franks, Sr., Prin. Albert Gallatin Jt. HS Prin. Fort McDonald-Guy Tornabene,

Cherry-McDonald Jt. HS

McKean-David P. Reno, Prin. Jt. HS

McKeesport

Benjamin B. Disegl, Prin. Shaw Ave. Jr. HS Harry L. Kohn, 2919 Myer Blvd. Wayne E. Mason, Prin. Voc. HS

H. C. McElroy, Prin. HS

Sister M. Magdalene, Prin. St. Peter's HS. 715 Market St.

McSherrystown

William R. Lyons, (Rev.), Prin. Delone Catholic HS

McVeytown-Robert H. Fleck, Prin. Bratton-McVeytown-Oliver Jt. HS

Meadville

Albert J. Bender, Prin. HS Tom R. Knorr, Asst. Prin. Area HS

Educ., Stanley S. Swartley, Dept. Allegheny Coll.

Mechanicsburg

Carl L. Graham, Prin. Area Jt. Jr.-Sr. HS Charles E. Shields, Asst. Prin. Jt. Jr.-Sr. HS Charles R. Slaybaugh, Prin. Cumberland Valley Jr.-Sr. HS, Rt. 1

Media

John K. Barrall, Prin. Jr.-Sr. HS

Charles Hable, 21 War Trophy Lane

Mercer-Bradley W. Crawshaw, Prin. Jt. HS Mercersburg-Chas. S. Tippetts, Hdm. Mercersburg Acad.

Merion Station-Sister Gertrude Marie, Prin. Mater Misericordiae Acad.

Meshoppen-Merritt M. Light, Prin. Elk Lake Jt. HS

Middleburg-Alpheus P. Drayer, Prin. Jt. HS Middletown-Harold H. Hummel, Jr., Prin. Boro HS

Midland-William A. Walters, Prin. Lincoln HS

Midway-J. N. Schwartz, Asst. Supv. Prin. Fort Cheery Jt. Schs. Box 446

Miffinburg-Earl E. Young, Prin. HS Missintown John M. Cramer, Prin. Juniata Jt. HS

Millerstown-C. F. Updegrove, Prin. Green-Wood Jt. HS

Millersville

A. Landis Brackbill, Prin. Manor Twp.- Millersville Jt. HS

A. N. Ranck, Supv. Prin. Manor Twp.-Millersville Schs.

Milton

Harold L. Hoy, Prin. Area Jt. Jr. HS Miles M. Kostenbauder, Prin. Area Jt. Sr. HS

Mohnton-Ira P. Hoffman, Prin. Gov. Mifflin

Monaca-Harry E. Fink, Prin. Sr. HS Monongahela-John P. Conte, Prin. HS

Montgomery-Norman Martin, Prin. Montgomery-Clinton Jt. HS

Montoursville-Ralph W. Price, Prin. Area Jt. HS

Montrose Dayton L. Birchard, Prin, Consol. Jt. HS Morgan-B. J. Gossic, Prin. South Fayette

Twp. HS

Morgantown-Francis B. Wood, Prin. Twin Valley Jt. HS

Mt. Carmel-Vincent W. McHail, Prin. HS

Mt. Joy

W. I. Beahm, Prin. Donegal HS, Rt. 1 John G. Hart, Vice Prin. Donegal HS, Rt. 1, Box 297

Mt. Morris-Stidger Lohr, Prin. HS

Moylan-Sister Margaret Elizabeth, Prin. Notre Dame HS Muncy-Zigmund M. Musial, Prin. Muncy-

Muncy Creek Union HS Murrysville-John A. Swacus, Prin. Franklin

Two. HS Nanticoke-Martin M. Gronka, Prin. HS

Nanty Glo-John J. Gustin, Prin. Nanty Glo-Vintondale Jt. HS Marberth-J. S. Roddy, Jr., Supv. Prin. of

Wazareth-A. William Day, Prin. Area Jt. Jr.

Neffs-Floyd W. German, Asst. Prin. Park-

Neffsville-Arthur R. Ott, Prin. Manheim

New Bethlehem-Joseph J. Kata, Prin. Red-

New Brighton-Lloyd E. Taylor, Prin, Area bank Valley Jt. HS Jt. HS

Edwin C. Beatty, Prin. Shenango Twp. HS,

Clare B. Book, Prin. Sr. HS Paul C. Clark, Prin. Union Twp. HS, Rt. 2 Gerald E. Nord, Prin, Benjamin Franklin Jr.

William J. Wallace, Prin. George Washington Jr. HS

New Cumberland

S. P. Bomgardner, Prin. Jt. HS John A. Johnson, Asst. Prin. HS

James H. Fisher, Prin. New Hope-Solebury

William P. Orrick, Hdm. Solebury Sch.

New Kensington

W. L. Jefferson, Supt. of Schs. Walter W. Mooney, Prin. Fourth Ave. Jr. HS Frank G. Oliver, Prin. HS

R. Sisley, Prin. Parnasus Jr. HS

W. F. White, Prin. Lower Burrell Twp. HS New Oxford-Clarence P. Keefer, 304 Lincoln

New Wilmington-William E. Babcock, Prin. Area Schs.

Henry K. Eby, Supv. Prin. of Jt. Schs. Gerald R. Wiser, Prin. Jt. HS

Roland E. Johnston, Jr., 17 Mary Jane Lane Arnold E. Look, Pres. Ellis Country Day

Roy W. Lowrie, Prin. Del. Co. Christian Sch., Malin Rd.

Herbert E. Rathey, Prin. Marple-Newtown Jt. Jr.-Sr. HS

Mewville-Charles E. Hassier, Prin. Big Spring HS

Norristown

Stanley B. Dietrich, Prin. Stewart Jr. HS Lewis V. Kost, Prin. Sr. HS

North Braddock-Eugene W. Davis, Prin, Scott HS North Bast-Sister Mary Paul, Prin. St.

Gregory HS Numidia-John D. Hughes, Supv. Prin, Roar-

ing Creek Valley Jt. Schs. Muremberg-Newton H. Reed, Prin. North Union Twp. HS

Oakmont

Floyd H. Carson, Prin. Sr. HS

Charles J. Cooper, Prin. Tenth Street Sch. Paul E. Masters, Prin. Mem. Sch.

Oberlin-Oscar B. Baldwin, Prin. Swatara

Oil City

Kenneth S. Snyder, Prin. South Side Jr. HS Carl H. Townsend, Prin. HS

Orefield -Frederick S. Meckley, Prin. Parkland HS, Rt.

Orwigsburg - William H. Snyder, Asst. Supv. Prin. Blue Mountain Jt. Schs.

Oxford-James Moore, Prin. Area HS

Palmerton-Omar C. Seals, Prin. Stephen S. Palmer HS

Patton-John I. Barnard, Prin. HS

Pen Argyl-Allen H. Jackson, Prin. Jt. HS Perkasie Howard M. Nase, Admin. Asst., Pennridge Jt. Schs.

Perropolis Robert White, Prin. Perry-Lower Tyrone Jt. HS

Philadelphia

Morton Alpren, Asst. Prof. of Educ., Div. of Sec. Educ., Tchrs. Coll., Temple Univ.

Samuel Berman, Prin, Thomas Fitzsimmons Jr. HS, 26th & Cumberland Sts. G. Laurence Blauvelt, Hdm. Friends Select

Emma L. Bolzau, Asst. to Assoc. Supt. of

Schs., Pkwy. at 21st St. Brother E. Francis, Pres. LaSalle Coll.

Brother G. John, Prin. W. Philadelphia Catholic Boys' HS

Joseph A. Brown (Rev.), Prin. Little Flower Catholic HS for Girls, 10th & Wyoming Sts. Ernest A. Choate, Prin. Theodore Roosevelt Jr. HS, Washington Lane & Musgrave Sts.

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John G. Cunningham, 7314 Oak Lane, Mel-John J. Curran (Rev.), Prin. St. Thomas

More HS, 47th St. & Wyalusing Ave. James T. Dolan, (Rev.), Prin. Roman Catholic HS, Broad & Vine Sts.

Elmer Field, Pres. Central HS, Ogontz &

J. Frazier (Rev.) Prin. Catholic HS Abraham Freedman, Vice Prin. Roberts Vaux Jr. HS, 24th & Master Sts.

George C. Galphin, Chm. Dept. Psychology & Educ., Drexel Insti. of Tech.

Lois M. Gould, Cheltenham HS, Elkins Park John F. Gunmere, Hdm. William Pear Charter Sch.

H. E. Harting, Prin. Temple Univ. HS. 16" Diamond St.

Greville Haslam, Hdm. Episcopal Acad, City Line Rd. & Berwick Ave. Walter Hausdorfer, Libra, Sullivan Mem

Lib., Temple Univ. Ruth W. Hayre, Prin. William Penn HS, 15th & Mt. Vernon Sts.

William Hazlett, Jr., Prin. Gillespie Jr. HS. 18th & Pike Sts.

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Thomas Jr. HS I. Lewis Horowitz, Prin. Benjamin Franklin

HS, Broad & Green Sts. Howard W. Kavanaugh, Mgr. Educ. Bureau Curtis Publishing Company, Independence

Square Edwin B. Keim, Prin, Cheltenham Sr. HS. Elkins Park

James A. Killough, Vice Prin. Olney H8. Front & Duncannon Ave. L. W. Kindred, Dir. Dept. of Educ. Admin.

Temple Univ.

Ernest O. Kohl, Jr., Prin. Mastbaum Voc Tech. Sch., Frankford & Clementine

C. Albert Koob (The Very Rev.), Prin. Bishop Neumann HS I. R. Kraybill, Exec. Secy. Commission on

Sec. Schs., 3401 Woodland Ave.

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Thomas P. Larkin, Prin. Charles E. Bartlett Jr. HS, 11th & Catharine Sts. LeRoy S. Layton, Vice Prin, West Philadel-phia HS, 48th & Walnut Sts.

Samuel Malkin, Vice Prin. William Penn HS. 8220 Pickering St.

Malcolm E. Mellott, John C. Winston Company, 1010 Arch St.

William Metzner, Prin. John B. Stetson Jr. HS Mother Denis Marie, Prin. Cecilian Acad.,

6818 Cresheim Rd. Mother M. Sylvester, Prin. Mt. St. Joseph Acad., Chestnut Hill

Mother M. Veronica, Prin. Ravenhill Acad. of The Assumption

Mother Miriam Loretta, Prin. St. Mary's Acad., 5401 York Rd.

Jack H. Neulight, Prin. Stoddart-Fleisher Jr. HS, 13th & Green Sts.

R. S. Newyan, Prin. John Paul Jones Jr. HS. Ann & Tulip Sts.

Albert I. Oliver, Assoc. Prof. of Educ., Sch. of Educ., Univ. of Pa.

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Eleanor E. Potter, Prin. Springside Sch., Chestnut Hill

Richard C. Ream, Prin. Springfield Twp. HS. Montgomery Co., Chestnut Hill

H. Morgan Ruth, Prin. Overbrook Sr. HS. 59th St. & Lancaster Ave.

George C. Schervone, 5417 Euclid Ave.

Hugh M. Shafer, Asst. Prof. of Educ., Sch. of Educ., Univ. of Pa.

Sister Catherine Joan, Prin. Acad. of Notre

Sister Lydia Fischer, Prin. Lankenau Sch.

201 W. School House Lane Sater M. Theodosette, Prin. Nazareth Acad. Sister Saint Mary, Prin. Melrose Acad.

Katherine I. Stack, Prin. Shaw Jr. HS, 54th St. & Warrington Ave.

Harry A. Warshaw, Prin. Furness Jr. HS, Third & Mifflin Sts.

Glen M. Weakley, Prin. Springfield Twp. Jr. HS. Chestnut Hill

Emanuel Weiner, Organization Co-Chairman, Kensington HS, Cumberland & Amber Sts. John J. Welsh, Prin. Penn Treaty Jr. HS. Montgomery Ave. & Tompson St.

Herman M. Wessel, Prin. Elkins Park Jr.

Marechal-Neil Young, Prin. Sulzberger Jr. A Zemlin, Dir., Columbia Insti., 112 S. Ninth

Philipsburg-Millard Hancock, Prin. Philips-

burg-Osceola HS Phoenixville

Edgar H. Haldenman, Prin. Sr. HS

Paul M. Merkel, Prin. Jr. HS Pine Porge—E. I. Watson, Hdm. Institute Pine Grove—Frank Winsheimer, Prin. Area Jt. Schs.

Pittsburgh

George G. Betcher, Prin, Upper St. Clair Twp.

Homer C. Bower, Prin. Peabody HS Paul R. Bower, Prin. Washington Vocational

Carl G. Brackmann, Prin. Carrick HS W. C. Brandtonies, Prin. Baldwin HS Brother Frederick C. Hartwick, Prin. North

Catholic HS, 1400 Troy Hill Rd. Dennis P. Burke, Prin. O'Hara Twp. HS, Rt. 8

Robert V. Cresswell, Prin. Gladstone Jr. HS. 327 Hazelwood Ave.

Gordon E. Dannels, Prin. Swissvale Jr. HS Earl A. Dimmick, Supt. of Schs., Admin. Bldg., Forbes St. & Bellefield Ave.

Henry W. Dosey, Prin. Connelley Voc. HS D. R. Douglass, Prin. Perry HS Edward F. Ege, Prin. Wilkinsburg Sr. HS Paul E. Felton, Prin. Westinghouse HS Woodrow W. Gephart, 124 Giffin Ave.

F. Gardner Gillen, Prin. Fifth Ave. HS Fred W. Glaser, Prin. South Hills HS George Gould, Prof. of Educ., Sch. of Educ., Univ. of Pittsburgh

Robert E. Grine, Prin. Avalon HS, 721 California Ave.

J. E. Harrison, Prin. Whitehall Jr. HS, 4900 Curry Rd.

Frank H. Herrington, Prin. Oliver Jr.-Sr. HS Warren Hollenback, Prin. Avonworth HS, 160 Locust St., Emsworth

P. W. Hutson, Prof. of Educ., Sch. of Educ., Univ. of Pittsburgh

Joseph C. Keifer, Asst., Supt. of Schs. Arthur C. Kelley, Dir. Sec. Educ., Penn Twp. Schs.

Homer E. Kohl, Prin. Lebanon Jr. HS, 5912 Fredanna St., Lincoln Pl.

W. S. Luke, Prin. West View HS, North Hills Jt. Schs., Perry Highway

T. B. Lyons, Dir. Allegheny Tech. Insti., Inc., 15 Smithfleld St. Charles E. Manwiller, Dir. of Curric. Study.

Pub. Schs., Bellefield Ave. & Forbes St. Pascal H. Marquette, Prin. Plum Twp. HS Roy T. Mattern, Prin. Allegheny Sr. HS, 810 Sherman Ave.

Paul L. Maxwell, Supt. Crafton Boro Scha. J. D. McClymonds, Prin. Taylor-Alderdice HS Bernard J. McCormick, Prin. Schenley HS Elton McFadden, Supv. Prin. Neville Twp. Schs.

Nelson Mills, Prin. Mt. Lebanon Twp. Sr. HS J. H. Morgart, Prin. Herron Hill Jr. HS Jay Neff, Prin. Dormont Boro HS

Robert H. Ruthart, Prin. Bellevue HS Joseph L. Sawyer, Prin. Etna HS Charles F. Schade, Prin. Andrew Mellon Jr. HS, Mt. Lebanon Twp.

Martin W. Scholl, Prin. Hamilton Jr. HS.

Perry Highway Raiph Scott, Dir. of Instr. Services, Pub.

Schs. James E. Shannon, Prin. South HS, S. Tenth & Carson Sts.

Harry B. Singer, Vice Prin. Fifth Ave. HS Anne C. Sinn, Dir. Pittsburgh Acad., 336 Fourth Ave.

Sister M. Antoinette, Prin. St. Benedict Acad. Sister M. Aquina, Prin. Vincentian HS Sister M. Esther, Prin. St. Joseph's HS Sister M. Gerald, Prin. Our Lady of Mercy

Sister M. Jerome, Prin. St. Paul's Cathedral

Sister M. Regis, Prin. St. Peter HS, W. Dia-

mond St. Sister M. Ronald, Prin. Mt. Aivernia HS Sister Maria Magdalen, Prin. Sacred Heart

HS, Alder & Emerson Aves. Sister Mary Bertram, Prin. St. George HS,

Sister Mary Imelda, Prin. St. Justin HS Sister Mary Margaret, Prin. St. Augustine HS Ward W. Swain, Prin. Allegheny Voc. HS Sara C. Tesh, Prin. Bellefield Voc. HS Arthur W. Thomas, Prin. Arsenal Jr. HS M. Wayne Vonarx, Prin. N. Allegheny Jr.-Sr.

John C. Weichel, Prig. Swissvale Sr. HS

Sister Mary Justina, Prin. Sacred Heart Sch., 16 Merritt St.

John J. Snarski, Prin. Mem. HS

Plymouth-Peter Stazinski, Prin, Nesbitt St.

Plymouth Meeting-Roger T. Dombrow, Prin. Plymouth-Whitemarsh HS

Point Marion-Harry C. Walker, Prin, Point Marion-Albert Gallatin Jr. HS

Albert R. Skelton, Prin. Area Jt. HS L. H. Snader, Assoc. Supt. of Schs.

Kathryn Kozeisky, Librn, Jt. Sr. HS, S. Main St.

Joseph L. Orlosky, Asst. Prin. Jt. Jr. HS Robert W. Plummer, Prin. Jt. Jr.-Sr. HS Pottstown

Stanley I. Davenport, Jr., Prin. Sr. HS William D. Mower, Prin. Jr. HS Pottsville—Miles S. Kiehner, Prin. HS

Punzsutawney-Glenn M. Henery, Prin. HS Quakertown-A. F. Hunsberger, Prin. Comm. Jt. HS. Box 76

Quarryville-Harry R. Henly, Prin. Solanco HS

Reading

Franklin W. Bingaman, Prin. Northeast Jr.

Stanley F. Fink, Prin. Southwest Jr. HS John A. Hibschman, Prin. Mt. Penn-Lower Alsace Jt. HS

Arthur B. Himmelberger, Prin. West Reading HS

Raymond J. Leichner (Rev.), Prin. Central Catholic HS, Hill Rd. & Clymer St. Henry W. Monyer, Admin. Asst. to Supt. of Schs., Admin. Bldg.

Joseph P. Sedule, Prin. Conrad Weiser Area HS, 522 Lockheed Ave.

Sister M. Constantine, CSB, Prin. T/F+ Alvernia HS

Le Van P. Smith, Prin. Sr. HS

Douglass E. Weidner, Prin. Northwest Jr. Red Lion-Edgar C. Moore, Prin. HS

Republic-John Sigwalt, Prin. Redstone Twp. Beynoldsville-Harry W. Ray, Prin. Reynoldsville-Winslow Jt. HS

Ridgway

C. Stuart Edwards, Prin. Area Sr. HS Forrest L. Kinley, Prin. Jr. HS James L. Lindsay, 218 Euclid Ave.

Ridley Park-David H. Bining, Prin. HS Rimersburg-D. H. Hiwiller, Prin. Un. Jt. HS Roaring Spring-Elvin Weidenhamer, Prin. Jr.-Sr. HS

Rochester-Fenton H. Farley, Prin. HS, 472 Mecklem Ave. Rogersville-William W. Harper, Prin. West

Greene Jr.-Sr. HS Rome Francis A. Gallicchio, Prin. Northeast HS, Box 34

Royersford

John Sanderson, Prin. HS, 323 Spring St. Charles H. Wise, Prin. Spring-Ford Sr. HS Saltsburg-John R. Coulson, Prin. Jt. HS Sayre-Judson F. Kast, Prin. HS

Schuylkill Haven-Paul E. Hartranft, Prin.

Schwenksville-Thomas P. Henry, Jr., Prin.

Scottdale-R. E. Ronco, Prin. Jt. Sr. HS Scranton

John A. Convery, SJ (Rev.), Hdm. Scranton Prep. Sch., Wyoming Ave. & Mulberry St. Albert T. Jones, Prin. Central HS

Sister M. Clarencia, Prin. Holy Rosary HS Sister Margarita, Prin. St. Mary of the Assumption HS, 422 River St.

Sister Maria Agnes, Prin. St. Ann's Monastery

Seneca—Harry E. Ashbaugh, Prin. Cranberry Area Jt. HS

Sewickley-William F. Baetz, Prin. Quaker Valley Jr. HS Shamokin

Clifford Jones, Supv. Prin. Area Jt. Schs.

Paul Swank, Prin. Area Jt. HS Shanksville.

Franklyn Z. Geist, Prin. Shanksville-Stony Creek Jt. HS

J. Robert Singleton, Supv. Prin. Shanksville-Stoney Creek Jt. Schs.

Sharon

William E. Crowell, Prin. Jr. HS S. N. Currier, Prin. HS R. Reimold, Prin. Hickory Twp. HS.

Rt. 2

Sharon Hill Peter A. Ledonne, Prin. HS

Mother St. Christopher, Prin. Sch. of the Holy Child

Shenandoah—John J. Downey, Prin. HS Shenandoah Heights—William J. Rowan, Prin. W. Mahanoy Twp. HS Shillington

John C. Dunlap, Prin. Sr. HS, Governor Mifflin Jt. Schs.

Luther Weik, Prin. Governor Mifflin HS Shippensburg

Charles E. Davis, Prin. Area Jt. Sr. HS Earl G. MacPherson, Prin. Jr. HS Sidman-Albert L. O'Connor, Prin. Adams-

Summerhill Jt. HS Simpson—Francis V. Vanisky, Prin. Fell Twp. HS, 817 Main St.

Slatington-Herman P. Snyder, Prin. Sr. HS Somerset-Donald C. Rininger, Prin. HS Souderton-William E. Maxwell, Prin. HS

South Fork Paul Keeney, Prin. South Fork-Croyle Jt. HS, 502 Argyle St.

Joseph P. Madigan, Prin. South Fork-Croyle

Spring City—Carryl E. Stauffer, Prin. Owen J. Roberts HS, Rt. 1

Spring Grove

J. B. Miller, Prin. Jt. HS George J. Wuenschel (Rev.), Prin. St. Francis Prep. Sch.

Springdale

John E. McCloskey, Prin. HS

John J. Robak, Prin. Jr. HS Springfield—Edward T. Richardson, Prin. Jr. HS

State College

Frank A. Butler, Prof. of Educ., Dept. of Educ., Penn. State Univ.

James H. Moyer, Prof. of Educ., Dept. of Educ., 207-A Burrowes Bldg., Penn State Univ.

Robert B. Patrick, Prof. of Educ., Dept. of Educ., Penn. State Univ.

Steelton

C. W. Eisenhart, Prin. HS Charles P. Hoy, Asst. Prin. Jr.-Sr. HS Stoneboro-John M. Hillkirk, Prin. Lakeview Jt. HS

Carl, Prin. Strattanville-Frederick L. Clarion-Limestone HS, Rt. 1

Stroudsburg-Alfred W. Munson, Prin. HS Sugar Grove Everett Landin, Supv. Prin. North Area Jt. Schs.

mabury-Russell L. Winegardner, Prin. Jr.

Swarthmore William M. Bush, Prin. HS Tamaqua-H. Roden Welker, Prin. Sr. HS

Walter S. Bazard, Prin. Har-Brack HS C. C. Stoops, Prin, HS

Taylor-Merwyn Howells, Prin. HS Temple-K. H. Schmehl, Prin. Muhlenberg Twp. HS

Throop-Edward G. Prokop, Prin. HS

Filaseille

Erwin F. Bitters, Prin. Sr. HS Bruce Pringle, Prin. Jr. HS

owanda—Paul A. Paulhamus, Asst. Co. Supt. Bradford Co. Schs., Court House Towanda-Paul Townville-Bertrand R. Hover, Prin. Consol.

Trafford—Leo Semes, Prin. HS
Trevorton—William W. Lewis, Prin. Zerbe Twp. Jr.-Sr. HS

Eugene Case, Prin. Comm. Jt. HS Harry A. Crumbling, Prin. Comm. Jt. HS Tunkhannock-Helen G. Crompton, Prin. Jr.

Turtle Creek Allan L. Behler, Prin. Turtle Creek Boro Sr.

Emmett F. Tweedy, Prin. Sr. HS, Penn. Ave.

Twin Bocks-Elmer E. Smith, Prin. Blacklick Twp. HS

Tyrone-N. Grant Hixson, Prin. HS Mysses-S. H. Myers, Prin. Lewisville HS Union City-Russell C. Palmer, Prin. Jt. HS Uniontown

John H. Dunn, Prin. Benjamin Franklin Jr.

Edgar C. Hastings, Prin. Lafayette Jr. HS Dan R. Kovar, Prin. Sr. HS

Joseph A. Loncaric, Asst. Prin. South Union Twp. HS

Sister Mary Evangelista, Prin. Mt. Macrina Acad.

Unionville-Wilbur V. Reese, Prin. HS Unity-J. W. Hornbeck, Supv. Prin. of Plum Twp. Schs.

Upper Darby

Ralph M. Andersen, Dean, Sr. HS Charles F. Berke, Prin. Jr. HS William M. Duncan, 7118 Penna. Ave. Wendell Holmes, Dir. of Admissions, Sr. HS J. E. Nancarrow, Prin. HS

Anne M. Osborne, Upper Sr. HS. Lansdowne Ave. & School Lane

H. Curwen Schlosser, Asst. Prin. Jr. HS Eleanor Thompson, Librn., Jr. HS, Sherbrook Blvd. & Ecole Ave.

Valley Forge W. C. Tom Sawyer, Awards Dir., Freedoms Foundation

Vandergrift-J. Paul Shaffer, Prin. Jr.-Sr. HS, 141 Grant Ave.

Verong

Kermit Anderson, Prin. Sr. HS

J. E. Wherry, Prin. Penn. Sr. HS. Saltsbury

Villa Maria-Sister Mary Dolores, Prin. HS Wallingford-Evan G. Koons, Prin. Nether Providence Jr. HS

Wanamie-Frank Shepela, Prin. Newport Twp. Sr. HS

Warfordsburg-Herbert J. Edwards, Prin. Southern Fulton Co. Jt. HS

Joseph V. Passaro, Prin. HS Henry L. Powell, Prin. Beaty Jr. HS

Washington J. A. John, Prin. Trinity Jt. HS

Homer M. Lowry, Prin. HS Waterford—Earl C. Stubbe, Prin. Fort Le Boeuf HS

Watsontown-James H. Cotner, Prin. Warrior Run HS

Wayne

Milton H. Baker, Hdm. Valley Forge Milit. Acad

Mary H. Carter, Prin. Radnor HS Hillis K. Idleman, Supt. of Radnor Twp. Schs.

Waynesboro Louis Barlup, Jr., Acting Prin. Washington

Twp. Jr. HS Lewis R. Purnell, Prin. Jr. HS

Paul E. Shull, Prin. HS

Waynesburg

Victor E. Celio, Prin. HS Edward B. Cordray, Asst. Prin. HS

Charles Berilla, Prin. Wellsboro-Charleston Jr. HS

Allen W. Lewis, Prin. Jr.-Sr. HS Wesleyville-William B. McKee, Prin. HS West Brownsville-James J. Harris, Prin.

Centerville HS, Rt. 1 West Catasauqua-Alton F. Wagaman, Prin. HS, 121 Fuller St.

West Chester

Robert B. McCarter, Prin. Jt. Jr. HS Harold H. Wingerd, Prin. Jt. Sr. HS, Montgomery & Lincoln Aves.

West Grove-Henry U. Walker, Prin. Avon-Grove Jt. HS

West Lawn-Clayton D, Rehrer, Prin. Spring

West Middlesex-Frank A. Mererith, Prin. Jt. West Newton-James E. Sterner, Supv. Prin.

of Schs., 401 Vine St. West Sunbury-Paul W. Miller, Prin. HS,

Northern Butler Co. Jt. Area

Westfield-Harold W. Swayne, Prin. Cow-anesque Valley HS, Box 690

Victor F. Baiz, Prin. G.A.R. Memorial HS Stanley J. Bienus, Prin. Benjamin Franklin

H. Leon Gilbert, Prin. E. L. Meyers HS William R. Ichter, Prin. Hanover Twp. Me-morial HS, St. Mary's Rd. Sister M. Assumpta, RSM, Prin. St. Mary's

Francis T. Truscott, Prin. Coughlin HS

Williamsport

Leroy F. Derr, Prin. Sr. HS Robert D. Smink, Prin, Curtin Jr. HS, 1100

David W. Stuempfle, Vice Prin, Sr. HS

Donald K. Bonney, Prin. HS, 2118 Maplewood Ave.

Allen C. Harman, Asst. Supt. Montgomery Co. Schs., 301 E. Moreland Rd. Joseph F. Wesley, Prin. Upper Moreland

Twp. HS

Willow Street-Paul B. Wilson, Prin. Lampeter-Strasburg HS, Rt. 1

Wilmerding—W. Lester Carver, Prin. HS Wilmore—Karl J. Wachter, Prin. Summerhill Twp. HS

Womalsdorf-Walter Rohrbach, Prin. Penn-Bernville Un. HS

Worthington-John H. McCoy, Supv. Prin. West Franklin Jt. Sch.

Wyncote-Edward H. Worthington, Prin. Williams Jr. HS Wynnewood-Crier Bartol

(Mrs.), Agnes Irwin Sch., Lancaster Pike & Clothier Rd. Wyoming-Theodore Keen, Prin. HS

Wyomissing-B. Henry Shafer, Prin. HS

Richard L. Currier, Prin. Pennsbury Jt. HS. Joseph W. Rohrbaugh, Prin. Charles H.

Boehm Jr. HS, Rt. 1 Yeadon-Martin H. Croniund, Prin. Yeadon

Boro Jr.-Sr. HS Yeagertown-J. William Riden, Prin. Chief Logan Jt. HS

York

Leo N. Bierster, Prin. Catholic HS H. Richard Brothers, Asst. Prin. Central HS William N. Craley, Prin. Central Un. Jt. HS E. A. Glatfelter, Prin. Penn Sr. HS J. Alvin Hertzog, Prin, Edgar Fahs Smith

Palmer E. Poff, Prin. West York HS Howard R. Sauder, Prin. Spring Garden

Twp. Jr. HS Harry E. Seyler, Prin, Hannah Penn Jr. HS

W. H. Stiles, Prin. Phineas Davis Jr. HS Youngsville-Jesse William Brokenstraw Valley Jt. HS Lyon, Youngwood-Quentin Kintigh, Prin. Boro HS

Zelienople-Ronald Clouse, Prin. HS

RHODE ISLAND

Apponang-William F. Aldrich Jr. HS, Box 4 Flanagan, Prin. Barrington

Raymond S. Locke, Prin. HS

Anthony S. Martin, Prin. Leander R. Peck Bristol

John L. Burke, Prin. Sr. HS

James E. Sullivan, Prin. Guiteras Jr. HS Central Palls Agnes I. McKenna, Prin. Jr.

Coventry-Reuel A. Sheldon, Prin. HS

M. S. Bagby, 19 Milford St.

Charles R. Capace, Prin. Park View Jr. HS Knute G. Larson, Prin. HS, 40 Harding Ave. Joseph F. MacAndrew, Asst. Prin. Hugh B. Bain Jr. HS, Gansett Ave.

Lucile B. MacIntosh, Prin, Hugh B. Bain Jr.

Joseph A. Murray, Jr., Asst. Prin. Park View

Edward P. Sawin, Asst. Prin. HS

Roland F. Shappy, Prin. HS, Park & Posice Aves

Davisville-Arthur G. Brown, Prin. Robert E. Peary Sch., Town of N. Kingstown East Greenwich-Rufus A. Brackley, Pra HS

East Providence

James E. Bates, Prin. Sr. HS

Edward G. Lund, Hdm. Country Day Sch Edgewood-Howard G. Lewis, Prin. HS. S Leslie Rd. Johnston

Nicholas A. Ferri, Asst. Prin. Thornton Jt.

Thomas J. Pezzullo, Asst. Supt. of Schs. M Greenville Ave. Vincent Rampone, Prin. Thornton Jr. HE

School St. Kingston-J. Edward Casey, Prof. of Educ. Dept, of Educ., Univ. of Rhode Island

Lakewood-Daniel Turner, Prin. Nelson W. Aldrich Jr. HS, 789 Post Rd. 184 Long-

Longmeadow-Avon E. Hall, meadow Ave. Newport

Brother Clement Patrick (Rev.), CFSC, Prin De La Salle Acad., 356 Bellevue Ave.

William A. Buell (Rev.), Hdm. St. George's Sch. Peter E. Donnelly, Prin. Rogers HS

John M. Earle, Prin. Mumford Jr. HS, 36 Boulevard

North Providence—Thomas F. McGovern Prin. HS, 1828 Mineral Spring Ave. Pawtucket

Brother C. Faber (Rev.), CFSC, Dir.-Prin. St. Raphael Acad., 123 Walcott St. L. Leonard Girouard, Prin. Goff Jr. HS. New-

port Ave. Gerard P. Goyette, Acting Prin. Sayles Jr. HS. East Ave.

James P. McGeough, Prin. William E. Tolmas

HS, Exchange St. Robert B. Morris, Prin. Samuel Slater Jr. HS Charles A. O'Connor, Jr., Prin. Joseph Jenks

Jr. HS, Broadway Charles E. Shea, Prin. West Sr. HS, East Ave. Providence

Brother A. Leo, FSC, Dir. La Salle Acad, 612 Academy Ave.

Bernard J. Buonanno, Asst. Prin. Rogel Williams Jr. HS, 378 Thurber Ave.

Guido J. Cerilli, Prin. George J. West Jr. HS. 145 Beauford St.

Marion S. Cole, Hdm. Lincoln Sch. John Y. Crouter, Prin. Rhode Island Sch.

for the Deaf, 520 Hope St. Elmer V. DeVolve, Dir. Personnel, Sch. Dept.

20 Summer St. Edward F. Donnelly, Prin. Esek Hopkins Jr.

HS, 480 Charles St. John H. Gillick, Prin. Mount Pleasant HS,

434 Mount Pleasant Ave. Prin. Nathansel William C. Harrington,

Greene Jr. HS, 721 Chalkstone Ave. Joseph Leonelli, Prin, Samuel W. Bridgham Jr. HS, 371 Carpenter St.

William McDougald, Prin. Roger Williams Jr. HS Edward F. McLaughlin, Prin. Central HS.

170 Pond St.

Max I. Millman, Prin. Oliver Hazard Perry Jr. HS, 370 Hartford Ave. James F. O'Neil, Prin. Classical HS, 124 Pond

George C. St. John, Jr., Hdm. Moses Brown

Sister M. Marie De Massabielle, RJM, Prin.

St. Charles HS, 155 Harrison St. Mary T. Thorp, Dir. Henry Barnard Sch. Saylesville—E. Burnell Overlock, Prin. Lincoln Jr. HS, Box 97

Scituate-Eldon D. Wedlock, Prin. HS Valley Palls-Gabrielle M. Roy (Miss), Prin. Cumberland HS, Broad St.

Wakefield-James D. Wright, Prin. South Kingstown HS

Warwink

Clyde Bennett, Asst. Prin. James T. Lockwood HS, 70 Congress St.

Domenic R. Diluglio, Prin. Samuel Gorton Jr. HS

Edward G. Hunt, Asst. Prin. Samuel Gorton Stanley V. Madison, Vice Prin. N.W. Aldrich

Jr. HS Marshall Robertson, Prin. Lockwood Jr. HS,

W. Shore Rd.

Harold F. Scott, Prin. Warwick Veterans Mem. HS West Barrington-Herbert W. Spink, Hdm.

St. Andrew's Sch. West Warwick-John F. Horgan, Prin. Jr.

HS Westerly-Hollice L. Stevens, Prin. HS Wickford-Edward S. Pratt, Prin. North

Kingstown HS, Box 295 Woonsocket-Mother St. Pierre, RJM, Prin. St. Clare HS, 61 Park Ave.

SOUTH CAROLINA

Anderson

Carroll F. Reames, Prin. Boys' HS Hiram W. Sandlin, Prin. Hanna Girls' HS. 2509 Edgewood Ave. Bowen M. Wakefield, Prin. Westside HS

Beaufort-J. M. Randell, Jr., Prin. HS Bishopville W. W. Gallashaw, Prin. Dennis

Blacksburg Robert C. Clary, Prin. HS Blythewood—William C. Rorer, Prin. HS Camden—Mary B. Duval, Prin. Jr. HS

Marion E. Floyd, Brookland-Cayce Jr. HS Palmer M. Kirkpatrick, Prin. Brookland-Cayce Schs.

William S. Parrish, Prin. Brookland-Cayce HS, 1300 State St.

Centenary—Curtis E. Torrey, Prin. Terrell's Bay HS, Box 93

Charleston

Leroy F. Anderson, Prin. W. Gresham Meggett HS, Rt. 1, Box 106A

Eugene C. Clark, Prin. HS of Charleston R. Bernard Hester, Prin. St. Andrew's Parish HS. Bernard Hester, Prin. St. Andrew's Parish HS. ish HS. Box 3098, St. Andrew's Br. John L. Manning, Prin. Bishop England HS,

203 Calhoun St. Charles A. Weinheimer, Prin. Rivers HS.

1002 King St.

William A. Pearson, Prin. HS Herbert A. Wood, Supt. of Schs. Chester—Marion G. Pratt, Prin. HS Clinton—Robert P. Wilder, 100 Woodrow Dr. Clover—Thomas G. Kinard, Prin. HS Columbia

Robert S. Beckham, Prin. Crayton HS J. K. Blum, Prin. Dreher HS

Gilbert J. Bristow, Prin. Wardlaw Jr. HS, 1003 Elmwood Ave.

A. R. Hafner, Prin. Eau Claire HS Clinton B. Harvey, Prin. Univ. HS

E. Woody Lucas, Asst. Prin. Eau Claire HS John H. Overton, Prin. Hand Jr. HS, 2800 Wheat St.

Charles A. Rampey, Prin. Hayward Gibbes Sch.

Harry B. Rutherford, Prin. B. T. Washington HS, 530 Marion St.

W. B. Southerlin, State Educ. Finance Comm. David Stoney, HS Supvr., State Dept of Educ.

Darlington

William Cain, Prin. St. John's HS Bennie A. Gary, Prin. Mayo HS, Box 255 Duncan-Edwin S. Lake, Prin. HS, Box 255

C. E. Bedenbaugh, Prin. HS

Morris McDuffie, Jr., Prin. Clearwater HS, Box 106

Edgefield—L. S. Fleniken, Jr., Prin. HS Pair Forest—John F. Mabry, Prin. HS, Box 34

Gerard A. Anderson, Prin. Wilson Jr.-Sr.

Joseph S. Dusenbury, Prin. Jr. HS, S. Dragan St.

Victor Smith, Supt. Tans Bay HS, Rt. 3

Gaffney William H. Hale, Jr., Prin. HS H. G. Simpson, Prin. Granard HS Luther L. Vaughan, Prin. Jr. HS Georgetown—Harvey I. Rice, Jr., Prin.

Winyah HS Great Falls-Walter M. Moody, Prin. HS

Greenville

J. E. Beck, Prin. Sterling HS Paul Brown (Mrs.), Prin. Bob Jones Acad. Fred L. Fowler, Prin. HS, 1 Vardry St. Leona Grumbles, Prin. L. P. Hollis Jr. HS.

Gordon L. Smith, Prin. Hughes Jr. HS, 122 DeOyley Ave.

David L. Stanford, Prin. Jr. HS

Greenwood

Madison W. Breland, Prin. HS

David F. Herring, Asst. Prin. HS
Harleyville—J. B. Kennedy, Jr., Prin, Kennedy HS, Box 532

Hartsville-Doyle W. Boggs, Prin. HS, 1715

Hemingway—Dwight H. Ives, Jr., Prin. HS Inman—L. L. Shannon, Prin. Bethume HS,

Kingstree J. M. McCalister, Prin. Tomlinson HS

Lancaster William C. Hawkins, Prin. HS Aaron R. Rucker, Supv. of Negro Schs., Barr Street HS

Laurens-Howard C. Mitchell, Prin. Sanders

Lykesland-Calvert R. Marsh, Prin. Lower Richland HS Manning-William M. Parker, Prin. Manning

Trng. Sch. McCormick-Laurie S. Brice, Prin. John de

la Howe Sch. Minety-Six-Harold H. Marshall, Prin. Edgewood HS

Worth Charleston .

Floyd L. Arant, Prin. HS Scott V. Walker, Asst. Prin. HS Orangeburg

Robert E. Howard, Prin. Wilkinson HS W. Eugene Smith, Prin. HS, Box 526 C. H. Thomas, Jr., Prin. Sharperson Jr. HS Pickens

Vance R. Bettis, Prin. HS James G. Shirley, HS

Piedmont-Harvey A. Loftis, Supv. Prin. HS Bock Hill-Ralph Barbare, Prin. Winthrop Trng. Sch.

Roebuck-M. D. Putnam, Prin. HS

Ruby-Herman M. Owens, Dist. Supt. Chester Field Co. Sch.

Seneca-Allen L. Code, Prin. Blue Ridge HS, 2085 Third St.

Spartanburg

Robert L. Henry, Asst. Prin. Carver HS Spencer M. Rice, Prin. Sr. HS Camillus C. Woodson, Prin. Carver HS Starr-Oswald V. Hicks, Prin, New Deal HS,

Rt. 1 Summerville Richard S. Sumter, Supv. Prin.

Alston HS

Sumter-Williford S. Jackson, Prin. Mc-Laurin Jr. HS, 117 Wactor St. Walterboro-James E. Ringer, Prin. HS

Ware Shoals-Charles D. Bolen, Prin. HS West Columbia

M. D. Bogan, Prin. Lake View HS, Bachelor St. George I. Pair, Jr., Prin. Brookland-Cayce

Jr. HS Williamston-T. C. Bruce, Prin, Palmetto HS York-Harold C. Johnson, Supt. of Schs.

SOUTH DAKOTA

Aberdeen Willard E. Ellis, Prin. Central HS LaVerne J. Frink, Prin. Monroe Jr. HS Erwin M. Walz, Prin. Simmons Jr. HS Brookings

V. A. Bell, Prin. HS Floyd Johnson, Prin. Jr. HS Canton-Michael H. Shaw, Prin. HS Clear Lake—Duane B. Fish, Prin. Sr. HS Custer—Paul Forsyth, Prin. HS Deadwood—Robert H. Krug, Prin. HS Dupres Robert L. Huckins, Prin. HS

Plandreau-William Hass, Prin. HS Freeman-Gerhard Buhler, Prin. Academy-Freeman Jr. Coll.

Groton-Martin E. Hardy, Prin. HS Hot Springs-Harold F. Wilson, Prin. Sr. HS Huron

George Bell, Prin. Sr. HS John W. Keller, Prin. Jr. HS

Igloo-Adelaide M. Ward, Prin. Provo HS Iroquois-Don O. Lyon, Supt. of Schs., Box 1 Lead -F. D. Fitcher, Prin. HS Lemmon-James J. Solon, Prin. HS Lennox-Donald Sondegard, Prin. HS Madison-Harold K. Melemseter, Prin. Cen-

tral HS Martin-Don J. Neil, Prin. Bennett Co. HS Mellette-Otto E. Knudtson, Supt. of Schs. Milbank-Arthur B. Campbell, Prin. HS

Mitchell

George W. Janke, Prin. Sr. HS Sister M. Louise, Prin. Notre Dame Acad. Mobridge—Robert F. Vinatieri, Prin. HS

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Spearfish

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Stephan-Sister Miriam, Prin. Immaculate

Conception Sch. Sturgis-William J. Brown, Prin. HS

Vermillion

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Wakonda-L. P. Duenwald, Supt. of Schs. Watertown-Russell W. White, Prin. Sr. HS Webster-Vernon P. Lohman, Prin. HS Wessington Springs

Samuel H.Bailey, Prin. HS Bruce L. Kline, Prin. Coll. HS Yankton-Donald R. Snowden, Prin. HS, 1505 Douglas

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Baxter-Harry L. Upperman, Prin. Baxter Seminary

Belleview-Doyle K. Smith, Prin. Bellevue HS Blountville

Paul F. Anderson , Prin. HS Tom D. Lacy, Prin. Holston HS, Rt. 3 Bradford-Fussell R. Tuck, Prin. HS

S. T. Boretsky, Prin. Tennessee HS, 1123 Georgia Ave.

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Brownsville-George B. Herring, Prin. Haywood Co. HS

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Chattanooga

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215 Chestnut St. Mary H. Tucker, Prin. Girls Prep. Sch.

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Culleoka-William H. Brooks, Prin. HS Cunningham—C. R. Avery, Prin. Montgomery Central HS

Dalay I. K. Snyder, Prin. Soddy-Daisy HS Decatur—John N. Hooker, Prin. Meigs Co.

Dover

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Erwin—Homer B. Zedaker, Prin. Unicoi Co.

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Greenfield-Wilton Roberts, Prin. HS

Hartsville-R. M. Blair, Prin. Trousdale Co.

Kenderson-James Williams, Prin. Chester Co. HS

Hermitage-J. K. Brown, Supv. of Schs. Hixson-Thomas O. Dye, Prin. HS

Hohenwald-Alton B. Sisco, Prin. Lewis Co.

Jackson

M. G. Anderson, Prin, North Side HS, Rt. 4 C. J. Huckaba, Prin. HS

Fred V. Standley, Prin. Jr. HS Jamestown—M. P. Shelley, Prin. York Insti. Joelton—B. H. Thompson, Prin. HS

Johnson City

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Lafayette William B. Birdweil, Prin. Macon Co. HS, Rt. 1

La Pollette-John F. Taylor, Prin. HS Lawrenceburg-Ray Stephens, Prin. Lawrence Co. HS

Lebanon—Arthur H. Mann (Maj.), Hdm. Castle Heights Military Acad.

Lewisburg-Roy F, Derryberry, Prin. Marshall Co. HS

Lexington-W. L. Bobbitt, Prin. HS Livingston-Kenneth R. Stephens, Livingston Acad.

London-J. Earl McCall, Prin. HS

Madison

Herman DePriest, Prin. HS Arthur D. Hancock, Asst. Prin. HS Madisonville Oswell S. Sexton, Prin. HS

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J. P. Stewart, Prin. HS Maury City—Wilbur H. Smith, Supt. of Schs. McEwen-Byram D. Phy, Prin. HS McKenzie-Walton O. Warren, Supt. of Schs.,

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William R. Atkinson (Mrs.), Dir. Miss Hutchinson's Sch., 1925 Union Ave.

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Brackettville-Dorothy B. Carver HS

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Brenham—Washington I. Alton, Prin. Pickard HS, 506 High St.

Brownfield-Byron Rucker, Prin. HS

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Brownwood-Guy T. Smith, Prin. HS Bryan

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Carthage

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Corsicana

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Crosby-B. S. Griffin, Prin. Charles R. Drew HS Cuero C. H. Mangum, Prin. HS, Box 590

Cypress-Karl Bleyl, Prin, Sr. HS

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Dallas

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Sunset J. L. Patton, Prin. Booker T. Washington

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Richmond Robert J. Robinson, Asst. Prin. Boude Storey Jr. HS, 2235 Myrtlewood

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3520 Normandy Decatur-Harold Vick, Prin. HS, Box 111

Deer Park Carroll W. Hendrix, Prin. Jr. HS

Melvin D. McBee, Box 122 Felton F. Waggoner, Prin. HS

De Kalb-T. C. Rutherford, Prin. Marvin Pynes Sch.

Del Rio-W. L. Brown, Prin. Jr. HS

Denison

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Edna-Norman E. Rath, Prin. HS

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n Dorado-Joe R. Andrews, Prin. Schleicher Co. Rural HS, Box 5728

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Floydada-Alvin E. Baker, Prin. HS Porsan-W. M. Romaris, Prin. HS Fort Stockton-Ben B. Harris Prin HS

Fort Worth

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C. A. Thompson, Prin. Poly. HS, 1300 Conner

Julius G. Truelson, Prin. Diamond Hill-Jarvis HS, 1411 Maydell Robert G. Wilkerson, Prin. J. P. Elder Jr.

HS, 3428 Hilltop Rd Nathaniel M. Wilson, Prin. Riverside Jr. HS.

1812 Sixth Ave. Postoria-William Carr, Prin. Negro HS,

Box 176 Pranklin-U. S. Morgan, Prin. U. S. Morgan

HS Prodericksburg-W. C. Westerfeldt, Prin. HS, Rt. 1, Box 105

Freeport

I. Boyett, Supt. of Schs., Brazosport Schs., Drawer Z

Robert B. Kerr, Prin. Clute Sch., Drawer Z Glen Morgan, Prin, Brazosport Sr. HS. Drawer Z

Paul V. Webber, Prin. Jr. HS, 1410 W. Sixth

Freer-Elton Bohmann, Prin. HS Friona-John R. Cook, Prin. HS

Galena Park

Robert L. Cloud, Prin. North Shore Jr. HS, Box 878

Raymond J. Free, Box 878

Frank T. Harrowing, Prin. Jr. HS John W. Hoke, Prin. HS

Galveston

George S. Morton, Prin. Ball HS, 2114 Ave. H H. R. Smart, Prin. Lovenberg Jr. HS, 39th St. & Ave. T

R. F. Sterling, Prin. Booker T. Washington Sch., 2712 Ave. M

Frank J. Vollert, Asst. Prin. Ball HS Frank Windom, Jr., Vice Prin. Central HS, 3014 Sealy Ave.

Garden City-B. L. Murphy, Prin. HS Garland-Raymond K. Gardner, Prin. HS

Gatesville-Sidney Pruitt, Prin. HS

George West-David Coleman, Prin. HS Georgetown-Everette L. Williams, Prin. HS. 2008 Church St.

Giddings-Everett P. Schmidt, Prin. HS, Box 211

Gladewater

Herman G. Dyess, Prin. Sabine HS, Rt. 1 Garfield Hill, Prin. Weldon HS

Glen Plora-Thomas L. Pink, Box 124 Goliad-R. A. Harrison, Prin. Elem. Sch.

Gonzales

Fred A. Havel, Jr., Prin. HS Leroy E. Perryman, Prin. Edwards HS Graham-Garth E. Baker, Prin. HS, 916 Plum

Granbury-William C. Cleveland, Prin. HS, Box 37

Grand Prairie

L. E. Boze, Prin. HS

David Daniels, Dalworth HS, 1901 Sherman St

Joe B. Hendrix, Prin. Robert E. Lee Jr. HS Thelma Holley, (Mrs.), Librn. Sr. HS Tom Holley, Prin. Thomas Jefferson Jr. HS

Grandfalls-Wilburn N. Gaddy, Prin. Grandfalls-Royalty HS, Box 478

Granger-Aubrey K. McGown, Prin. HS, Box 275

Greenville-J. H. Flewharty, Prin. HS Greggton-Charles F. Kuykendall, Prin. Pine Tree HS, Box 65

Groves-Lyndall H. Griggs, Prin. Jr. HS Gruver-Ralph Edding, Prin. HS

Harlingen

John G. Nix, Jr., Prin. Sr. HS, 13th & Van Buren

Grady Whittle, Prin. Gay Jr. HS, Box 584 Haskell-William P. McCollum, Prin, HS Hawkins-Charles R. Gilpin, Prin. HS, Box

Hearne-Jack V. Muldrow, Prin. HS. Box 449 Hemstead-Billy G. Caesar, Prin. HS, Box

Henderson-E. E. Hill, Prin. Colored HS

V. C. Overall, Prin. HS, 721 Union Ave. W. C. Quattlebaum, Prin. Stanton Jr. HS

Norman S. Davis, Prin. HS, 126 Craig T. J. Johnson, Prin. HS, 703 Park Dr.

Honey Grove

J. W. Pendleton, Prin. Brally HS Katherine E. Trout, Prin. HS, Box 355

Joe A. Airola, Prin. Spring Branch Jr. HS, 100 Piney Point Rd.

Elenora Alexander, Dir. of Lib. Services Pub. Schs., 1300 Capitol Ave. W. L. Avara, Prin. Aldina HS

Telford L. Barnhouse, Prin. James S. Deady Jr. HS, 2500 Broadway

Harper Beaty, Prof. of Sec. Educ. Univ. of Houston, Cullen Blvd.

Ira B. Bryant, Prin. Booker T. Washington HS, 303 W. Dallas

L. R. Center, Prin. Hogg Jr. HS, 1100 Merrill St. Theodore R. Chatham, Prin. E. O. Smith Jr.

HS, 3415 Lyons Ave. John E. Codwell, Prin. Phillis Wheatley &r.

HS, 4900 Market St. J. P. Cornelius, Prin. C. F. Hartman Jr. HS, 7111 Westover

R. M. Dawson, Prin. W. E. Miller Jr. HS 1906 Cleburne St.

A. P. Dowling, Asst. Prin. S. F. Austin St. HS, Dumble at Jefferson

Bennie C. Elmore, Prin. Settegast Sch. A. C. Fry, Prin. Jackson Jr. HS, 5100 Polk James H. Goettee, Prin. Austin HS, Jefferson at Dumble St.

William S. Holland, Prin. Yates HS, 2610 Elgin Ave.

Thurman Jong, Asst. Prin. Milby Sr. HS, 1601 Broadway

E. D. Martin, Asst. Supt. of Schs., 1300 Capitol John I. Moses, Prin. Spring Branch HS, 9622 Westview Dr.

Emerson C. Norris, Prin. Harper Jr. HS. 3203 Center St.

Jule D. Oakes, Asst. Prin. Alexander Hamilton Jr. HS, 20th & Heights William H. Powell, Prin. Sam Houston Sr.

HS, 9400 Irvington John A. Ratliff, Prin. Pershing Jr. HS, 7000 Braes Blvd.

Carl E. Reed, 1301 Richmond Ennis Roach, Prin. Jr. HS, 12947 Myrtle Lane William B. Shaver, Prin. San Jacinto Sr. HS. 1300 Holman

Sister M. James Philip, Prin. Incarnate Word

Acad., 609 Crawford St. William I. Stevenson, Prin. Milby Sr. HS. 1601 Broadway

Joseph J. Tapal, Prin. Voc. Sch., Louisiana

Windell P. Terrell, Vice Prin. E. O. Smith Jr. HS, 3415 Lyons Ave. Woodrow Watts, Prin. Burbank Jr. HS. 315

Berry Rd. Robert H. Williams, Prin. Reagan HS, 18th & Arlington

Hubbard-William P. Davenport, Prin. Ash Creek HS, Rt. 3 Runtsville

Scott E. Johnson, Prin. Sam Houston HS. Box 608

Thomas S. Montgomery, State Teachers Coll. L. K. Westmoreland, Prin. HS, 1314 Ave. Q Hutching O. C. Mitchell, Jr., Prin. A. L. Mornez Jr. HS

Iowa Park-James E. Elms, Prin. HS, Box 681

Iraan-Jack W. Black, Prin. HS

R. O. Bruce, Prin. Crockett Jr. HS Jerry M. Clark, Prin. Bowie Jr. HS

W. Price Harlan, Prin, HS Jacksboro-Don Smith, Prin. HS Jacksonville-T. P. Jones, Prin. HS. 807 Circle Dr. Jefferson-L. A. Matthis, Prin. Macedonia HS.

Rt. 1. Box 185

Joinerville-L. A. Stephenson, Prin. Gaston Kames City-Carlos S. Baker, Prin. HS

Irvin Clayton, Prin. Jr. HS Neal B. Dillman, Prin. HS. 548 S. Cedar

John W. Armstrong, Prin. Tivy HS Ken C. Clover, Prin. Tivy Jr. HS, 719 Earl Garrett St.

Bob Waters, Prin. HS

Duff W. Weeks, Prin. Jr. HS

J. C. Culwell, Curric. Dir. Norman R. Hall, Prin. Rancier Jr. HS, Box 967

John E. Little, Prin. HS Kingsville

Carl T. Bacon, Prin. Mem. Jr. HS, Box 390 R Wayne Hendrick, Prin. King HS

la Peria-J. Sterling Prince, Prin. La Feria Texas Sch., Box 297

lake Jackson-Grady B. Rasco, Prin. Jr. HS, 61 Camellia Court Lamarqua

N. B. Miller, Prin. Jr. HS L. G. Schlegelmilch, Prin. HS

P. S. Simms, Prin. Lincoln HS Limpasas-William B. Bush, Prin. HS lancaster-Elsie Robertson, Prin. HS, Box 516

Lared Victor M. Cruz-Aedo, Supt. Holding Insti., Drawer 269

William E. Lockey, Prin. Lamar Jr. HS, 2901

Fernando L. Pena, Prin. L. J. Christen Jr. HS, Park & La Maria St. R. P. St. John, Prin. Martin HS

La Rue-Jessie B. Bullock (Mrs.), Prin. HS. Rt. 1, Box 110

League City John A. Ellisor, Prin. Clear Creek Jr. HS Alan G. Weber, Prin. Clear Creek Sr. HS

Lefors Greeley N. Mounger, Prin. Levelland J.G. Nipper, Prin. Jr. HS

Walter L. Reed, Prin. HS, Box 476

A Joe Leonard, Prin. Sr. HS V. E. Tinsley, Prin. Trng. HS

Lindale—O. C. Hunter, Prin. Bragg Morris

Limefield—Glenn D. Reeves, Prin. HS, Box

lockhart Monroe Bicknell, Jr., Prin. HS Lockney-Forrest M. Smith, Prin. HS.

boneta Marion F. Hines, Prin. HS, Box 387

A.J. Bailey, Prin. Jr. HS Henry B. Cooksey, Dir. of Curric., Indep. J. L. Everhart, Prin. HS, Boyd St. Thomas G. Field, Prin. Sr. HS

Louis L. Williamson, Prin. Spring Hill HS, Rt. 2

Lorenzo-William G. Adams, Prin. HS. Box

Los Presnos-Eugene M. Findley, Prin. HS. Box 91

Louise-John N. Strnadel, Prin. HS Lubbock

G. E. Dawson, Prin. Slaton Jr. HS, 1902 24th

L. B. Gibson, Prin. Cooper Rural HS, Rt. 6 Jay E. Gordon, Prin. Tom S. Lubbock Sr.

C. G. Gray, Asst. Prin. Monterey Sr. HS Floyd Honey, Prin. Monterey Sr. HS William H. Howorth, Prin. J. T. Hutchinson

Jr. HS, 3612 30th St.

Howard Price, Prin. Matthews Jr. HS. 417 N. Akron

Olive B. Wheeler, Asst. Prof. of Educ., Texas Tech. Coll.

Lufkin

Elbert H. Bush, Prin. HS, 1005 Mantooth Emuel E. Cleaver, Prin. Dunbar HS, Box 1277 Luling-William Z. Miller, Jr., Prin. HS, Box 511

Marfa-Morris Ledgen, Prin. HS, Box 335 Marlin-Sam Gray, Jr., Prin. HS

Marshall-G. A. Rosborough, Prin. Pemberton Mason-Ellis P. Wood, Prin. HS

McCamey-James R. Clark, Prin. HS McKinney

D. F. Douglas, Jr., Prin. HS, 1801 Greenwood Rd

George R. Smith, Prin. Scott Jr. HS McLean—Harold E. Bunch, Prin. HS Mercedes-S. F. Cernosek, Prin. HS, Box 367 Meridian-Clinton E. Stewart, Prin. HS,

Box 11 Mexia-J. R. Farris, Supt. Woodland Sch.,

Rt. 1 Midland

Edsell F. Bittick, Prin. HS

Wilson E. Blurton, Prin. Cowden Jr. HS, 3313 Cuthbert

E. R. Slagie, Prin, San Jacinto Jr. HS James E. Swann, Adm. Asst., of Sehs., 2108 W. Michigan

C. A. Thomas, Prin. Carver Jr. HS Mineola--Ulman H. Bruner, Prin. HS, 406 Giles St.

Mineral Wells-T. W. Carpenter, Prin. HS Missouri City-E. A. Jones, Prin. HS

Monahans

George Cullender, Prin. Jr. HS Leaird Meadows, Prin. Sr. HS, Box 995 Morton-Jimmy L. Kidd, Prin. HS

Muleshoe-Bill Parker, Prin. HS

Nacogdoches Claudis G. Armstrong, Prin. E. J. Campbell

HS, 420 S. Shawnee St. Gerald H. Easterly, Prin. Thomas J. Rusk

Truman C. Jones, Prin. Sr. HS, 103 Pine St. Jr. HS Waples-H. R. Hamilton, Prin. Paul H.

Pewitt HS Mavasota-Clyde L. Prestwood, Prin. Sr. HS New Boston-L. F. McAgee, Central HS. Box 637

New Braunfels E. H. West, Prin. HS Nocona--R. T. Adams, Prin. HS, Box 273

Emmitt H. Cavin, Bowie Jr. HS

Robert Marshall, Dean of Students, HS, Box 3912

James G. McMath, Prin. Sr. HS, Box 3912 O'Donnell—A. H. Burton, Prin. HS, Box 936 Olney—Charles E. Mitchell, Prin. HS

Olton-James A. Williams, Prin. HS, Box 835 Omaha O. Z. Mitchell, Prin. HS, Box 866 Orange

Marion E. Forston, Asst. Prin. Lutcher Stark Sr. HS, Box 620

Roy L. Howard, Prin. Carr Jr. HS

Paul S. Pearson, Prin. Lutcher Stark Sr. HS. 13th & Green Sts.

Floyd K. Wright, Prin. Little Cypress HS, Rt. 2, Box 71B

Orange Grove-Roy E. Hranicky, Prin. HS. Box 75

Overton

J. P. Garrett, Prin. Leveretts Chapel HS.

Robert L. Porter, Prin. HS, Box 364

Palestine

M. L. Carey, Prin. Green Bay HS, Rt. 6 S. C. Clay, Prin. A. M. Story HS, Box 456 Jack Graves, Prin. Reagan Jr. HS, 1211 S.

W. L. Manning, Prin. Lincoln Jr. HS Milton D. Stewart, Prin. HS, Box 460

L. J. Edmondson, Prin. Sr. HS Cameron H. Marsh, Jr., Asst. Prin. Sr. HS Jack W. Nichols, Prin. Jr. HS, 126 Francis W.

Panhandle Jerrel Julian, Prin. HS, Box 769 Paris-T. G. Givens, Prin. Gibbons HS, 227 E. Provine St.

Pasadena

Leona R. Abshier, Asst. Prin. Jackson Jr. HS Frank T. Cloud, Jr., Prin. Jackson Jr. HS, 1008 W. Thomas

Carroll Teague, Asst. Prin. HS Pearland-Steven Prensner, Prin. HS Pecos Laurence R. Hudson, Prin. HS Perryton-Troy Sullivan, Prin. HS Pharr

O. E, Hendricks, Prin. Pharr-San Juan-Alamo HS

Joe W. Ward, Asst. Prin. Pharr-San Juan-

Phillips

Joe Hayes, Prin. Jr. HS

James I. Kimmins, Prin. HS, Box 1234 Plains

Dallas N. Taylor, Prin. HS Thomas H. Williams, Prin. Plano HS, 802

Plainview-John W. Turner, Prin. Plainville

Port Arthur

George F. Gray, Prin. Woodrow Wilson Jr.

A. Tennyson Miller, Prin. Lincoln HS David F. Miller, Prin. Thomas Jefferson HS, Port Isabel-Eugene A. Todd. Prin Hi Box 98

Port Lavana-Earl F. Hall, Jr., Prin. Train Sr. HS. Box 74

Port Neches

W. B. Killebrew, Dir. of Curric., Pub. Schr. 1225 Merriman St.

Oliver P. Monk, Prin. HS

Post

Ellis M. Mills, Prin. Jr. HS Glenn Whittenberg, Prin. Sr. HS

Prairie View
J. L. Brown, Dir. Extramural Activities. Prairie View Coll. Herman T. Jones, Prin. Trng. Sch., A & Y

Coll. Quanah—Curtis A. Dickenson, Prin. HS, 401

Eddy Ave. Queen City-Carl Wells, Prin. Jr. HS Raymondville-James N. Kellar, Prin. HS.

359 E. Wood Befugio-H. E. Harris, Prin. HS Robstown-James W. Perry, Prin. Calalien

HS, Rt. 4, Box 127 Rockdale-H. D. Maxwell, Prin. HS, 414 Rice Rockport-Jack F. Horton, Prin, Aransas

Co. HS, Box 493 Ropesville-Willard M. Ethridge, Prin. Ropes

Sch., Box 337 Rosebud-Dwight L. Mayo, Prin. HS, Box

542 Rosenberg-Guy K. Traylor, Prin. Lamar Consol. HS, 1003 Horace Mann

Bound Bock-Oliver F. Perry, Supt. of Schs. San Angelo

William Eilers, Jr., Prin. Edison Jr. HS. 100 N. Magdalen

Lloyd V. Matson, Prin. Lake View HS. 4100 Bowie

N. C. Smart, Prin. Robert E. Lee Jr. HS Winton L. White, Prin. HS, Box 1588 San Antonio

John B. Bowden, Prin, Harlandale HS, 345 Gerald Ave.

R. H. Brewer, Prin. Sidney Lanier HS, 1514 Durango

Tom D. Bridges, Prin. North East HS, 24 Nacagdoches Rd.

D. Cobb, Prin. Page Jr. HS

Henry Coers, Prin. North East Jr. HS, Rt. 18, Box 374 Addison B. Craig, Hdm. Texas Mil. Inst.

800 College Blvd. Andrew J. Cremer, Prin. Central Catholic HS,

1403 N. St. Mary's Virgil D. Currin, Prin. Alamo Heights St.

HS, 6900 Broadway Howard C. Doolittle, Prin. Emerson Jr. HS.

1023 N. Pine St. W. Fox, Dir. Voc. Div., City Schs., 141 Lavaca St.

Enos Gary, Prin. George W. Brackenridge HS, 1635 S. St. Mary's St.

Clyde M. Gott, Vice Prin. Jefferson HS, 510 Williamsburg Pl.

Howard Harris, Prin. South Cross Jr. HS A. J. Ivey, Prin. Alamo Heights Jr. HS, 1001 Townsend Ave. A. E. Lehmberg, Vice Prin, Brackenridge HS,

214 Castano

Samuel A. McGinty, Prin. Harlandale Jr. HS. 300 W. Huff Ave.

Mother M. Antonina, Prin. Our Lady of the Lake Coll.

A. W. Norton, Vice Prin. Thomas Jefferson HS, 723 Donaldson Ave.

Leslie S. Pfeiffer, Prin. Washington Irving Jr. HS, 2215 Morales St.

Lawson H. Richardson (Col.), Hdm. Peacock Mil. Acad.

R. T. Robinson, Prin. E. A. Poe Jr. HS, 814 Aransas Ave. Dick H. Sherrill, Prin. Hawthorne Jr. HS,

127 W. Josephine Sister Mary, Prin. Incarnate Word HS, 727

E. Hildebrand Sister Mary Magdalen Cross, Prin. Incarnate

Word Coll. Cecil O. Spray, Prin. East Central HS, Rt. 6,

Box 283 George W. Storch, Librn., Mem. Lib., Trinity

John Sullivan, Prin. Edison HS, 2101 Edison

Leon E. Taliaferro, Prin. Horace Mann Jr. HS, 2123 W. Huisache Ave.

San Benito-Jim Barnes, Prin. HS, Box 1831 San Marcos

James F. Farmer, Prin. Jr. HS, Box 691 Eugene B. Turner, Asst. Prin. Sr. HS, Box

Yancy P. Yarbrough, Prin. HS, 621 San Antonio St.

Santa Rosa-James M. Murphy, Prin. HS Saratoga-Otto Walker, Jr., Prin. HS

J. E. Gingrich, Prin. HS

Leslie C. Liston, Prin. Joe F. Saegert Jr. HS, Box 127

Seminole

V. N. Keyes, Prin. HS L. L. Moore, Prin. Jr. HS George I. Zollen, Asst. Prin. HS

Seymour-A. Oren Beall, Prin. HS Sherman Walter H. Carpenter, Prin. Jr. HS. Box 45

Henry W. Sory, Prin. HS, Box 668
Snyder—T. D. Wiman, Jr., Prin. HS
Sour Lake—George B. Shepherd, Prin. HS, Box 122

South Rouston-Scott Cockrell, Prin. Jr. HS, Box 448

Spearman-J. Cecil Carpenter, Prin. HS, Box 744

Stamford-James W. Simpson, Prin. HS. 1311 Hudson

Stephenville-Collin B. Jones, Prin. HS, 867 N. Ollie

Stinnett-Harold E. Dalton, Prin. HS, Box

Sugar Land-Edward F. Earnest, Prin. HS. Box 737

Sulphur Springs Dudley Allen, Prin. Jr. HS Truman E. Drake, Prin. HS

Sundown-Wilson Pirtle, Prin. HS, Box 487 Sunray-Howard Greer, Prin. HS

Sweeny

Harry H. Beverly, Jr., Prin. Jr. HS, Box 84

Everett Gee, Prin. Colored HS Otis D. Miser, Prin. HS, Box 147

Sweetwater-John W. White, Prin. Newman HS. Box 1107

Taylor-Howard L. Oliphant, Prin. HS, Box 1130 Teague-Bill Hancock, Prin. HS, 219 S. Ninth

Temple-Johnny S. Payne, Prin. HS, 1715 S.

33rd St. Terrell

J. H. Compton, Prin. HS

Joseph Jones, Prin. Burnett HS

Texarkans-Arthur E. Alton, Prin. Dunbar HS, 2315 W. 10th St.

Texas City-A. J. Casal, Prin. Blocker Jr. HS. Box 1367

Thorndale-Victor E. Laas, Jr., Prin. HS Throckmorton-Talmadge D. Stilley, Prin.

Timpson-John A. Alexander, Prin. Timpson Col. HS, Box 387

Tivoli-Homer C. England, Prin. Austwell-Tivoli HS, Box 637

Troupe-John H. Brown, Prin. Central HS. Box 625

Tyler

Alvis N. Hanna, 509 E. Rix St. A. Pempleton, Prin. St. Louis Jr. HS, 1601 N. Border St.

Holmes A. Webb, Prin. HS C. W. Whitmore, Prin. Hogg Jr. HS Uvalde O. T. Sears, Prin. HS, Box 309 Van C. C. Moore, Prin. HS, Box 415

Vanderbilt-James V. Clark, Prin, Industrial

HS. Box 350 Vernon

John W. McFarland, Supt. of Schs., Box 1618 A. Bernard Passmore, Prin. Jr. HS John J. Spradlin, Prin. HS Lorenzo W. Wiley, Prin. Booker T. Washington HS, 1000 Antelope St.

John T. Kurz, Prin. St. Joseph HS, 2007 N. DeLeon

L. E. McCall, Prin. Patti-Welder HS John H. Morgan, Prin. Crain Jr. HS

W. Earl Bracken, Prin. West Jr. HS, 15th St. & West Ave.

S. C. Craig, Comptroller, Paul Quinn Coll. Avery R. Downing, Asst. Supt. of Schs.,

William O. Griffin, Dir. Univ. HS, 1920 S.

Ben M. Hanna, Prof. of Educ., Baylor Univ. Louis E. Holder, Prin. Connally HS, 1925 Sunnydell Dr.

Marven Jennings, Prin. North Jr. HS. 2415 Cumberland Ave.

Sister Mary Helen, Prin, Catholic HS, 23rd &

George E. Thompson, Prin. Lavega HS Thomas L. Ware, Prin. HS, 815 Columbus W. E. Weathers, Prin. South Jr. HS, 805 S.

8th St. John A. Wester, Prin. East Jr. HS, 1080 E.

J. J. Wilson, Prin. A. J. Moore HS, 600 South First St.

Waelder-F. D. Taylor, Prin. Ralph Bunche HS, 2010 Luna St.

Water Valley-H. L. Lovell, Prin. HS, Box

Waxahachie

Carl E. Callihan, Prin. Southwestern Bible Insti., 1200 Sycamore

J. E. Roach, Prin. HS

Weatherford-Raymond E. Curtis, Prin. Sr.

Wellington-Maxey McKnight, Prin. HS Weslaco-Elmo W. Low, Prin. HS, Box 266 West-Thad McDonnell, Prin. HS

West Columbia

D. M. White, Prin. HS

Charles D. Worley, Prin. HS

Wharton-C. W. Dawson, Wharton Trng. HS, 115 N. Sheppard St. White Deer-Lawson C. Shaw, Prin. HS,

Box 266

White Oak-C. C. Simmons, Prin. HS

Whiteface-Edwin D. Stokes, Prin. HS.

Whitesboro-Charles M. Estes, Prin. HS, 103 Tipton

Wichita Falls

Orren T. Freeman, Prin. Sr. HS, 2149 Ave. H Dudley M. Gordon, Prin. Zundelowitz Jr. HS. 1700 Polk St.

B. Parnell, Prin. Reagan Jr. HS, 11th & Broad Sts.

Winnie-Nick M. Grivich, Prin. East Chambers Consol, HS, Box 312

Winnsboro

Melvin Draper, Prin. Jr. HS, Box 271 Roy L. Patrick, Prin. Sr. HS, Box 142

Winters-Rodney D. Cathey, Prin. HS, Box

Woodsboro-Oscar P. Biederman, Prin. Bonne View Jr. HS

Yoakum-Robert G. Winchester, Prin. HS. Box 45

UTAH

Altamont-Rondo S. Harmon, Prin. HS American Fork

Alma P. Burton, Supt. of Schs., Box 68 Don C. Overly, Prin. Jr. HS Charles B. Walker, Prin. HS Beaver-Melbourne Heslington, Prin. HS

Bicknell—Sammy Newton, Prin. Wayne HS Bingham Canyon—Joel P. Jensen, Prin. HS

Horton C. Miller, Prin. HS

Stanley L. Pitt, Prin. South Davis Jr. HS Brigham City-Edward W. Payne, Jr., Prin. Box Elder HS

Cedar City

Pratt M. Bethers, Prin. HS Loren C. Miles, Sr., Prin. Jr. HS Circleville-C. B. Crane, Prin. Plute HS Clearfield-Joseph Cook, Prin. North Davis Jr. HS

Duchesne-Stanley J. Brady, Prin. HS Dugway-Fred J. Hugie, Prin. HS

Elsinore-Walter Riemschiissel, Prin. Elsinore Sch.

Enterprise—G. Gardner Snow, Prin. HS Escalante-Douglas Loosle, Prin. HS

Ferron-Bradford A. Jensen, Prin. South Emery HS

Fillmore-W. Blair Low, Prin. Millard HS Grantsville—James R. Williams, Prin. HS Green River—Lee F. Gledhill, Prin. HS Gunnison-Payton H. Alexander, Prin. Gun-

nison Valley HS Heber-Edson S. Packer, Prin. Wasatch HS.

266 S. Main St.

Helper-George Pizza, Prin. Jr. HS Huntington-Orson W. Peterson, Prin. North Emery HS

Huntsville-Carl C. De Young, Prin. Valley Jr.

Hurricane-Maurice Nuttall, Prin. HS Hyrum—S. A. Dunn, Prin. South Cache HS Kamas—G. Reed Marchant, Prin. South Summit HS

Kanab-John M. Burgoyne, Prin. HS Kaysville-Emil M. Whitesides, Prin. Davis

Layton-Richard S. Stevenson, Prin. Central Davis Jr. HS

Lehi

J. Ferrin Gurney, Prin. Jr. HS Dan W. Peterson, Prin, Sr. HS

Lewiston-Sylmar G. Jessop, Prin. Jr. HS

George S. Bates, Prin. Sr. HS

Terrance E. Hatch, Prof. of Educ., Utah State Agric, Coll.

Magna-Clark Frei, Prin. Brockbank Jr. HS

Manti-Bruce Jennings, Prin. HS
Marysvale-J. E. Oscarson, Prin. HS
Midvale-Ralph B. Keeler, Prin. Jr. HS

Milford—Gordon T. Bradshaw, Prin, HS Monroe—Parley P. Young, Prin, South Sevier

Morgan-Raymond P. Larson, Prin. HS Mount Pleasant

Roger Hansen, Prin. Wasatch Acad. Verl E. Johansen, Prin. North Sanpete HS

Arthur L. Bishop, Asst. Prin. HS, 5501 S. Kenwood Dr.

Harold W. Blair, 1876 E. 7000 S. E. V. Mortenson, Prin. HS, 5440 S. State St. Lerue Winget, Prin. Jr. HS Ogden

Maurice Berrett, Prin. South Jr. HS, 4300 Madison Ave.

Maurice R. Conroy, Prin. HS, 2828 Harrison Laurence W. Jenkins, Dir. of Sec. Educ., 1122 Washington Blvd.

Ellis S. McAllister, Prin. Ben Lomond HS, 9th & Jackson Sts.

Roy C. Metcaif, Prin. Weber HS, 1100 Washington Blvd.

G. Raymond Poulter, 530 25th St.

Sister M. Claire Antoine, Prin. St. Joseph HS. 1790 Lake St.

Sidney L. Wyatt, Prin. Wahlquist Jr. HS, Rt. 3

Ottoma

L. B. Bennett, Prin. Lincoln HS Quinn A. Hatch, Prin, Lincoln Jr. HS, 351 E. 800 S.

Panguitch-Russell G. Merrell, Prin. HS

Parowan— Max S. Dalley, Prin. HS Payson—Stanley Wilson, Prin. Jr. HS, 150 N. First E. St.

Pleasant Grove-A. J. Rogers, Prin. HS Patico

Silas W. Andersen, Prin. Jr. HS William C. Cross, 333 E. First S. Aaron E. Jones, 445 N. Second E.

Provo Floyd E. Breinholt, Prin. Central Jr. HS.

First S. Third W. A. John Clarke, Assoc. Prof. of Sec. Educ.,

Brigham Young Univ

John F. Mower, Prin. Dixon Jr. HS Morris A. Shirts, Prin. Brigham Young HS D. V. Tregeagle, Prin. HS

Sherman W. Wing, Prin. Farrer Jr. HS, 100 N. Sixth E.

Golden L. Woolf, Prof. of Sec. Educ., Brigham Young Univ.

Maintentif.

L. C. Miles, Prin. Jr. HS Rulon D. Newell, Prin. Jr. HS

Richmond-Robert Dahle, Prin. North Cache

Roosevelt

Loman F. Hutchins, Prin. Union HS Lawrell Jensen, Prin. Jr. HS

Roy-Ernest Rauzi, Prin. Jr. HS Salina-Leon Newton, Prin. North Sevier HS Salt Lake City

Ralph V. Backman, Prin. South HS, 1575 S. State

Dan L. Baker, Prin. West HS, 241 N. Second

Wilburn N. Ball, Dir. Sec. Educ., State Dept. of Public Instr., 223 State Capitol Henry D. Bradford, 1371 Filmore St.

John G. Church, Librn., Westminster Coll. Elizabeth T. Corr, Hdms. Rowland Hall Sch. for Girls, 205 First Ave.

Afton Forsgren, Supvr. Sec. Educ., State Dept of Public Instr., 223 State Capitol Lorenzo H. Hatch, Prin. Granite HS, 3305 S. Fifth E.

Moroni L. Jensen, 2940 Filmore St. Claude C. Lemmon, Prin. Central Jr. HS, 3031 S. Second St. E. Mark C. Lloyd, 2428 Emerson Ave.

Gibb R. Madsen, Prin. Granite Jr. HS, 3371 S. Fifth E.

George H. Marchant, Prin. Evergreen Jr. HS, 3401 S. 20th E.

Margaret Martin, Prin. Roosevelt Jr. HS, 843 Lincoln

Samuel J. McLaughlin, Prof. of Educ., Dept. of Elem, Educ., Univ. of Utah.

Don A. Orton, Dean Univ. of Utah, 308 Park

Elmo Pack, Prin. Olympus Jr. HS, 2217 E.

Sister M. Leo Anthony, Prin. Judge Memorial HS, 650 S. 11th E.

Sister Mary Patricianne, Prin. St. Mary of the Wasatch Acad.

W. Melvin Strong, Prin. Olympus Sr. HS, 4055 S. 2300 E.

Sandy G. Reed Sanderson, Prin. Mt. Jordan

Santaquin L. W. Clayson, Prin. Jr. HS,

Spanish Fork-J. Angus Christensen, Prin.

Springville

C. Lynn Hanks, Prin. Jr. HS Paul K. Walker, Prin Sr HS

Tabiona Samuel R. Hemingway, Prin. HS Tremonton Frank Stevens, Prin. Bear River

Tropic-Dennis E. Nelson, Prin. Bryce Valley

Vernal-J. C. Haws, Prin. Ashley Valley Jr.

Wellsville-Elmer Archibald, Prin. Jr. HS West Jordan-Maeser K. Bunnell, Prin. Jr.

VERMONT

Alburg-Walter K. Lindsey, Prin. HS Arlington-Harry W. Noyes, Prin. Arlington Mem. HS

Bakersfield-William D. Flanders, Brigham Acad.

Barre George Allison, Prin. Spaulding HS Barton-George M. MacKenzie, Prin. Barton Acad.

Bellows Palls-Hilton C. Holland, Prin. HS Bennington

Gerard M. Brannan (Rev.), Prin. Catholic HS Harold S. Rising, Prin. HS

W. Philip Walker, Prin. Molly Stark Jr. HS Bethel-R. Curtis Lamberton, Prin. Whitcomb HS

Bradford-Raymond A. Hamilton, Bradford Acad.

Brandon-Thomas J. Whalen, Prin. HS Brattleboro

James B. Murray (Rev.), Prin. St. Michael's HS

O. Meredith Parry, Prin. HS Bristol-Richard H. Breen, Prin. HS Burlington

Raymond A. Adams (Rev.), Prin. Cathedral

H. D. Pearl, Prof. of Educ., Waterman Bldg., Univ. of Vermont Holland L. Smith, Prin. Edmunds HS

Cabot-Reginald G. Illingworth, Prin. HS Canaan—Wayne O. Stacy, Prin. HS Chelsea—David W. Shipp, Prin. HS Chester-Reginald G. Kierstead, Prin. HS

Concord—H. E. Simpson, Prin. HS Craftsbury—Willard K. Simpson Prin. Simpson, Craftsbury Acad.

Danville-Irwin Hoxle, Prin. HS Derby—Paul W. Henry, Prin. Derby Acad. Enosburg Pails—G. R. Tyler, Prin. HS Essex Junction—Chester M. Taft, Prin. HS

Fair Haven-Felix J. Siegl, Prin. HS Pairfax-John D. Barker, Jr., Prin. Bellows Free Acad.

Pranklin-Henry F. Trainor, Prin. HS Greensboro-Chandler S. Kimball, Prin. HS Groton-John L. Dolan, Acting Prin. HS Hardwick-Aubrey L. Brier, Prin. Hardwick

Acad. Highgate Center-Leon F. Babbie, Acting Prin. HS

Hinesburg-Joseph M. O'Brien, Prin. HS Hyde Park-Schuyler Cornthwaite, Prin. Lamoille Central Acad.

Island Pond Willis V. Gray, Prin, Brighton HS Sister Marie Therese, Prin. St. Mary Acad.

Jr., Prin. E. Nelson. Jacksonville-John Whitingham HS

Jeffersonville-Olin E. Robbins, Prin. Cambridge HS

Jericho-John A. Tillman, Acting Prin. HS Johnson-Edward M Poulin, Prin, HS

Ludlow-Luther W. Allison, Prin. Black River HS

Lyndon Center-W. F. True, Prin. Lyndon Insti.

Manchester-Elbert Henry, Prin. Burr & **Burton Seminary**

Marshfield-Leonard J. Tyl, Prin. HS McIndoe Falls-George K. Bicknell, Prin. McIndoes Acad.

Middlebury-John M. Mahoney, Prin. HS Middletown-Russell W. Harris, Prin. Middletown Springs HS

Milton-Merlin J. Wells, Prin. HS

Montpelier

Max W. Barrows, Dir. of Instr., State Dept. of Educ

Robert H. Chastney, Prin. HS

W. P. Crosby (Rt. Rev.), Prin. St. Michael's HS

Morrisville-Robert E. Hasseltine. Prin Peoples Acad

New Haven-Ridley J. Norton, Prin. Beeman Acad,

Newbury-Hope R. Kjellerup, Prin. HS Newport

Sister Bernadette, Prin. Sacred Heart HS A. Robert Twiss, Prin. HS

Newport Center-Theodore R. Whalen, Prin.

North Bennington-Catherine C. Corcoran, Prin. HS

North Troy-Richard T. Eng, Prin. HS Northfield-Robert F. Pierce, Jr., Prin. HS Orleans-W. Dustin White, Prin. HS Orwell-John Kelley, Jr., Prin. Orwell Two-Year HS

Peacham-Russell E. Houghton, Prin. Peacham Acad.

Pittsford-Kenneth Severson, Prin. Pittsford-Barstow HS

Plainfield-Richard P. Irwin, Prin. HS Poultney-Robert F. Belding, Prin. HS Proctor-Arthur P. Silvester, Prin. HS Randolph-William J. Gaidys, Prin. Un. HS No. 2

Richford-Leo J. Papineau, Prin. HS Richmond-Frank H. Livak, Prin. HS Rochester-Edward K. Gleason, Prin. HS

Rutland

Francis I. Bean, Prin. Meldon Sch. John A. Lynch (Rev.), Prin. Mt. St. Joseph Acad.

Maynard C. Robinson, Prin. HS St. Albans

J. E. Sunderland, Prin. Bellows Free Acad. F. A. Welch (Rev.), Prin. St. Mary's HS

St. Johnsbury Lewis J. Streeter, Prin. St. Johnsbury Trade Sch.

Elwin H. Twombly, Prin. St. Johnsbury Acad.

Shelburne-John E. McGee, Prin. HS Shoreham-Robert Granger, Prin. HS South Royalton-Philip E. Manning, Prin, HS Springfield-Maurice J. O'Leary, Prin. HS Stowe-Edward W. Stefaniak, Prin. HS Swanton

Clayton S. Kuhn, Prin. HS

Sister Cecile Emilienne, Prin. St. Anne's Acad

Thetford-Carl A. Anderson, Prin. Thetford Acad

Townshend-Arlo P. Monroe, Prin. Leland & Gray Seminary

Vergennes Merle W. Crown, Prin. HS John M. Mahoney, Prin. HS

Waitsfield-Vernon J. Hart, Prin. HS Wallingford-Frederick W. Csizmesia, Prin.

Waterbury-D. P. Rowe, Prin. HS Wells River-Ralph L. Sloat, Prin. HS West Butland-Francis N. Hinchey, Prin. HS White River Junction

John P. Gates, Prin. Hartford Sr. HS Robert A. Rouleau. Jr., Prin. Hartford Jr.

Williamstown-Irving G. Marsden, Prin. HS Wilmington-Russell S. Hanson, Prin. HS Windsor-David J. Breen, Prin. HS Winooski-John J. Herbert, Prin. HS Prin. Woodstock-Leslie J. MacDonald, Union HS

PERSONA

Abingdon J. Fred McConnell, Prin, Greendale HS, 116 Cambridge St.

Curtis L. Ramsey, Prin. William King HS W. W. Williamson, Prin. Bethel HS, Rt. 1 Accomac-Leon A. Gates (Mrs.), Prin. Mary N. Smith HS, Box 297

Alexandria

Emory W. Chesley, Prin. Groveton HS, Pop-kins Lane

Virginia Dougherty (Mrs.), Asst. Prin. Hammond HS, 4646 Seminary Rd.

R. W. Garner, Asst. Prin. George Washington HS, Mt. Vernon Ave. Marcus Gillespie, Prin. Hammond HS,

4646 Seminary Rd. William H. Jordan, Asst. Prin. Mt. Vernon

HS, Rt. 1

George J. Kabat (Lt. Col.), 2948 Viewpoint

Melvin B. Landes, Prin. Mt. Vernon HS, Rt. 1 Maurice Nichols, Asst. Prin. Hammond HS, 4646 Seminary Rd.

Robert E. Phipps, Asst. Prin. Groveton HS. Popkins Lane

Edgar C. Pruet, Prin. George Washington HS, Mt. Vernon Ave.

Sister M. Benjamin, Prin, St. Mary's Acad., 2404 Russell Rd.

Josephine Tolbert, Asst. Prin. George Washington HS, Mt. Vernon Avc.

Altavista-Frank P. Cline, Prin. HS

Amelia-O. A. Norton, Prin. HS Amherst-Nathaniel W. Anderson, Prin. Central HS, Rt. 60

Annandale

W. J. Baker, Asst. Prin. HS Raiph E. Buckley, Prin. HS Appomattor

W. Christopher, Prin. HS Richard E. Patrick, Prin. Carver-Price HS

Arlington Alexander H. Anderson, Asst. Prin. Washington-Lee HS, 1300 N. Quincy St.

Lucille Bach, Asst. Prin. Williamsburg Jr.

Evelyn T. Barnes, Asst. Prin. Stratford Jr. HS, 4100 Vacation Lane

John F. Brougher, Prin. Woodrow Wilson HS (D.C.), 5330—36th Street North Charles C. Cone, Prin. Thomas Jefferson Jr.

HS, 816 S. Walter Reed Dr.

G. E. Damon, Assistant Secy. for Business, Nat. Assn. of Sec.-Sch. Prin., 3408 North Potomac'St.

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Jr. HS, 816 S. Walter Reed Dr.

Jerry Gerrick, Prin. Washington-Lee HS Ralph Kier, Assoc. Prin. Wakefield HS, 4901 S. Chesterfield Rd.

J. D. Mahoney, Asst. Prin. Washington-Lee HS

Patrick Martin, Asst. Prin. Wakefield HS Joseph Moorhead, Asst. Prin. Williamsburg

Mary More, Asst. Prin. Wakefield HS, 4901 8. Chesterfield Rd.

Doris H. Mortimer, Asst. Prin. Stratford Jr. HS, 4100 Vacation Lane

Benjamin T. Norris, Assoc. Prin. Washington-

Lee HS, 1300 N. Quincy St. William R. O'Meara, Asst. Prin. Swanson Jr.

John K. Pleacher, Prin. Brandon Jr. HS.

2300 Shirley Highway Claude M. Richmond, Prin. Stratford Jr. HS, 4100 Vacation Lane

Blake S. Root, 3537 N. Delaware St.

Neil Shedd, Asst. Prin. Williamsburg Jr. HS John D. Spear, Asst. Prin. Brandon Jr. HS James Tyler, Prin. Brandon Jr. HS

Harold M. Wilson, Prin. Wakefield HS, 4901 S. Chesterfield Rd.

Lena Wolfe, Prin. Swanson Jr. HS, 5800 N. Washington Blvd.

Ashland-Eunice D. Bundy, Prin. John M. Gandy HS

Austinville-Fred Knobloch, Prin. Jackson Mem. HS

Bassett-E. Carl Hoover, Prin. John D. Bassett HS, Box 71

Bedford John I. Jones, Prin. Susie G. Gibson HS, Box

Richard H. Mundell, Prin. Liberty Acad. Berryville-Charles E. Miley, Jr., Prin.

Clarke Co. HS Big Island-Richard E. Lee, Prin. HS

hig Stone Gap—Harley Stallard, Prin. HS Blacksburg—Raynard T. Hale, Prin. HS Blackstone

Warren L. Thweatt, Prin. HS James B. Woodson, Prin. Luther H. Foster HS, Box 72

Blairs-William S. Turner, Prin. Southside HS

Blue Grass-John B. Reynolds, Prin. HS Blue Bidge-H. W. Connor, Prin. Colonial HS Bluefield

Lewis N. Dalton, Prin. Graham HS J. A. Hubbard, Prin. Tazewell Co. HS, 113 Thaver St.

Bowling Green

J. L. Francis, Prin. Caroline HS William L. Shumate, Prin. Caroline HS

H. K. Breedlove, Prin. Douglass HS Theodore T. Hammack, Prin. Sr. HS Broadway-J. F. Hillyard, Prin. HS Brownsburg-John C. Knick, Prin. HS Buchanan-Charles Sprinkle, Prin. HS Buckingham-N. H. Hurt, Prin. Central HS Cambria-J. F. Banks, Prin. Christiansburg

Insti. Ceres J. M. Thomas, Prin. HS Charlotte Courthouse George H. Binford, Prin. Central HS

Charlottesville

Ben F. Hurt, Prin, Albermarle HS, Rt. 5 Eugene G. Mobley, Prin. Jackson P. Burley

William I. Nickels, Prin. Lane HS, Preston Ave.

Howard R. Richardson, 761 Kensington Ave. Chatham

Warren B. Bowers, Prin. HS, Box 338 Robert E. Williams, Prin. Climax HS, Rt. 2 Check-Allen K. Thomas, Prin. HS Chester-W. A. Brown, Prin. Carver HS

Christiansburg—George A. Wilson, Prin. HS Chuckatuck—Lewis F. Morris, Prin. HS Church Road—William F. Creath, Prin. Midway HS

Clarksville-Dorothy J. Harris (Mrs.), Prin. West End HS, Box 427

Clifton Porge

F. E. Flora, Prin. HS William C. Hill, Prin. Jefferson HS, 904 Pine St.

Clintwood-Paul W. Skeen, Prin. HS Coeburn-Carl McConnell, Prin. HS Concord-James H. Hancock, Prin. HS

Raymond C. Bodkin, Prin. Southampton HS Charles W. Womble, Prin. Southampton Co. Trng. Sch., Box 168

Covington-Caleb G. Brown, Prin. Watson HS, Pine St. Crewe—R. P. Via, Prin. HS

Harvey A. Fleshmon, Prin. G. W. Carver Reg. HS, 101 Page St.

Wayne King, Prin. HS Cumberland-E. J. Pennington (Mrs.), Librn.,

L. P. Jackson HS Lib. Damascus-J. T. McClennan, Prin. HS

J. T. Christopher, Prin. George Washington

B. T. Doyle, Prin. Woodrow Wilson Jr. HS Everett L. Motley, Prin. Robert E. Lee Jr.

Dayton-F. N. Postlethwaite, Prin. Turner

Dillwyn-George F. Harris, Prin. Carter G. Woodson HS, Box 156

Dinwiddie-Ivan Butterworth, Prin. HS

Disputanta-William M. Clayborne, Prin. J. E. J. Moore HS

Dublin-Numa P. Bradner, Prin. HS East Stone Gap—L. E. Williams, Prin. HS Edge Hill-Lemuel C. Bland, Prin. Ralph

Bunche HS

Edinburg-A. A. Lutz, Prin. HS Elkton-W. J. King, Prin. HS

Pairtage Samuel J. Coffey, Prin. HS

C. H. Doub, Asst. Prin. HS William S. Graybeal, Act. Dir. of Sec. Educ.,

Fairfax Co. Schs., Box 552 Pairfield—R. M. Hook, Prin. HS

Palls Church

Will H. Barrett, Asst. Prin. HS, Hillwood & Cherry Sts.

Joseph P. Carlo, 121 W. Cameron Rd.

Orlo L. Day, Asst. Prin. HS, Hillwood & Cherry Sts. Rosline Edwards, Asst. Prin. George Mason

HS, 1057 W. Broad St.

W. Leon Mason, Asst. Prin. HS, Hillwood & Cherry Sts.

R. R. Reed, Prin. George Mason HS, 1057 W. Broad St.

Taylor M. Williams, Prin. Luther Jackson HS, Box 431

Palmouth-Raymond Snead, Prin. Stafford

Parmville-M. U. Leete, Prin. HS Parnham-William A. Acree Prin. HS Pieldale-Oren R. Counts, Prin. HS

Pincastle-James W. Obenshain, Prin. HS **Pisherville**

A. P. Brooks Booker, Asst. Prin. Wilson Mem. HS Robert A. McChesney, Prin. Wilson Mem. HS

James H. Combs, Supt. of Schs.

James E. Rutrough, Prin. HS Porest-Malcolm Sydnor, Prin. New London Acad

Pork Union

H. W. Charlton, Prin. Fluvanna Co. HS H. M. Waldron (Col.), Hdm. Fork Union Military Acad.

Fredericksburg-Howard O. Sullins, Prin. James Monroe HS

Front Royal-James S. Duff, Prin. Warren Co. HS

Galax-Leslie Hillman, Prin. HS

Gate City-Sherill Flanary, Prin. HS Gien Allen-U. L. Oliver, Prin. Virginia Randolph HS

Gloucester-E. E. Trent, Prin. HS

Goodview-Maurice Given, Prin. Stewartsville

Gretna

Earl W. Johnson, Prin. Renan HS, Rt. 1 Kenneth S. Tyler, Prin. HS

Grundy-John Meade, Prin, HS

Hague William S. Tarbox, Prin. Cople HS Halifax-W. C. Edwards, Prin. Halifax Co. Trng. Sch.

Hamatite-R. Lynn Graham, Prin. Dunlap HS

Hampton

Garland R. Lively, Prin. HS

Glenn W. Stevenson, Prin. George P. Phenix HS

Harrisonburg

William J. De Long, Prof. Sec. Educ., Madison Coll.

A. M. Stitt, Prin. Lucy P. Simms HS Melton Wright, Prin. HS

Heathsville-Carrington S. Cockrell, Prin. Northumberland HS

Herndon

Douglas V. Evans, Prin. HS, 616 Van Buren

Dudley Page, Asst. Prin. HS

Highland Springs-Victor W. Kreiter, Prin.

Rillsville-Ralph G. Myers, Prin. HS Holland-C. E. Wheeler, Prin. HS Hopewell

Lillian Burch, Asst. Prin. HS

Alfred S. Curtis, Prin. HS

Bernard F. Epps, Prin. Carter G. Woodson HS, 1109 Burnside St.

Huddleston-Charles E. Darnell, Prin. HS Irwin-C. A. Pennington, Prin. Central HS Jeffs-Norris L. Thomas, Prin. Poquoson HS Kenbridge-James H. Revere, Prin. HS Kilmarnock

Wilmore M. Dameron, Jr., Prin., Lancaster

Page G. Lewis, Prin. A. T. Wright HS King George-Carl Wood, Prin. HS King William

Charles I. Thurston, Prin. St. Clare Walker

Samuel D. Womack, Prin. Hamilton Holmes

Ladysmith-Arthur Picketts, Prin. C. T. Smith HS

Lawrenceville

H. Leslie Giles, Prin, James S. Russell HS R. Jefferson Jones, Prin. Brunswick HS Leesburg-Harold Knott, Prin. Loudoun Co.

Lexington-Alden W. Whitmore, Prin, HS Louisz-Reuben E. Phanelson, Prin. Archie

G. Richardson HS Lovingston-N. L. Kirby, Prin. Lovingston Co. HS

Luray-Paulos E. Price, Prin. HS Lynchburg

Samuel P. Cox, Prin. Boonsboro HS, Rt. 4 Hugh B. Jackson, Prin. Brookville HS, Timberlake Rd.

Leslie H. McCue, Jr., Prin. E. C. Glass HS Virginia Mitchell, 510 Clay St.

Clarence W. Seay, Prin. Dunbar HS, 12th & Polk Sts.

Lynnhaven

Edwin Charles, Ass't Prin. Princess Anne HS James W. Littleton, Prin. Princess Ann HS Madison-Ernest R. Worrell, Prin. Madison Co. HS

Madison Heights-T. L. Snyder, Prin. HS Manassas

C. Nathaniel Bennett, Prin. Reg. HS James J. Leo, Asst. Prin. Osbourne HS, Box

William R. Murphy, Prin, Oxbourn HS, Box

Martinsville

T. A. Hartley, Asst. Prin. HS

John D. Richmond, Prin. HS Branch K. Rives, Dir. of Instr., Box 511 I Elmer Turner, Prin. Albert Harris Sch.

John M. Brooks, Prin. Thomas Hunter HS H. W. Burress, Prin. HS

McKenney-M. B. Hetzer, Prin. Sunnyside-McKenney HS

III Landon

Craighill H. Burks, Prin. HS Joseph Lyons, Asst. Prin. HS James Rich, Asst. Prin. HS Meadows of Dan-Curtis F. Prillaman, Prin.

Mineral-William C. Pace, Prin, Louisa Co. HS

Moneta-William N. Lee, Prin. HS Monterey-H. C. Lunsford, Prin. HS Montross-Edward M. Branich, Prin. Washington & Lee HS

Montvale-Hugh D. McKee, Prin. HS Mt. Solon-Hubert Monger, Prin. North River HS

Marrows-S. B. Collison, Prin. HS Warnna-James E. Strickler, Prin. William Campbell HS

Natural Bridge-W. E. Trumbo, Prin. HS Newport-Glenn Cruise, Prin. HS Newport News-George J. McIntosh, Prin.

Mokesville-D. C. Link, Prin. Brentsville HS Morfolk

Joseph V. Boykins, Prin. Princess Anne Co. Trng. Sch., Rt. 2, Box 357 Winston Douglas, Prin. Booker T. Washing-

ton HS, 860 Rugby St. John B. Eaves, Asst. Prin. Great Bridge HS.

Douglas C. Eley, Prin. Great Bridge HS,

Father John T. Meehan, Prin. Catholic HS,

6401 Granby St. Margaret L. Gordon, Prin. D. G. Jacox Jr.

HS, 2718 Mapleton Ave. Matthew J. Green, Prin. R. 2909 E. Virginia Beach Blvd. Ruffner Jr. HS,

Donald G. Griffin, Asst. Prin. Granby HS

W. L. Harrell, Prin. Blair Jr. HS Kenneth D. Hodge, Asst. Prin. Norview Jr.

Milton C. Hollingsworth, Prin. Norview Jr.

A. T. Leidy, Asst. Prin. Norview Sr. HS, Middleton Pl.

Aurelia I. Leigh, Prin. O. F. Smith HS, 1310 W. 27th St.

James E. Newby, Asst. Prin. Ruffner Jr. HS, 954 Marshall Ave. C. W. Perdue, Prin. Norview Sr. HS, Middle-

ton Pl L. Robison, Dir. of Instr., Pub. Schs.,

Sch. Admin, Bldg. Edwin A. Rogers, Asst. Prin. Booker T. Washington HS

Elmer Tarrall, Prin. Granby HS

A Rufus Tonelson, Prin. Maury HS, 15th at Moran

Norton-Nathaniel O. Carr (Rev.), Prin. Southside Sch., Box 592

Oak Grove-G. D. Brown, Prin. HS

Occoquan-Arthur J. Parr, Prin. HS Orange

E. V. Stowitts

William M. Trausneck, Prin. Orange Co. HS, 320 Jefferson St.

Palls-W. L. Lawson, Prin, King William HS Pearlsburg-George G. Richards, Jr., Prin.

Pembroke-Sam Robinson, Prin. HS

Penn Laird-Boyd J. Glick, Prin. Montevideo

Pennington Gap-Ralph P. Cox, Prin. Dryden HS

Petersburg

Russell B. Gill, Prin. HS Clyde S. Scott, Prin. Peabody HS Pocahontas Gaza Kovach, Prin. HS Portsmouth

Robert Allen, Prin. Woodrow Wilson HS Vernon Barnes, Asst. Prin. Cradock HS J. J. Booker, Prin. Cradock HS J. Reginald Carter, Asst. Prin. Harry A.

Hunt Jr. HS Albert T. Edwards, Asst. Prin. I. C. Norcom

HS, Airline Turnpike T. W. Gray, Asst. Prin. Woodrow Wilson HS W. L. Jones, Prin. Deep Creek HS, 6812 George Washington Highway

W. W. Piland, Prin. Harry A. Hunt Jr. HS R. L. Sweeney, Prin. Woodrow Wilson HS William E. Waters, Prin. I. C. Norcom HS. Airline Turnpike

William H. White, Asst. Prin. Crestwood HS. 6117 George Washington Highway

B. W. Letson, Prin. HS George W. Ransome, Prin. Pocahontas HS, Box 88

Prince George Harold L. Secord, Prin. HS

Charlotte Zeigler, Asst. Prin. HS Princess Anne-R. N. Owens, HS Supvr., Co.

HS Bd. Pulaski-W. R. Garland, Prin. HS Quantico-Charles E. King, Prin. Quantico

Quinton George W. Watkins (Rev.), Prin. George W. Watkins HS

Richard L. Armistead, Prin. Blackwell Jr. HS, 1600 Everett St. S. C. Booker, Asst. Prin. Blackwell Jr. HS,

3314 Henrico Pike

James A. Brinkley, Jr., Prin. Graves Jr. HS, 119 W. Leigh St.

William W. Brock, Jr., Prin, Albert H. Hill Jr. HS, 3400 Patterson Ave.
Irving W. Brown, Asst. Prin. John M. Gandy
HS, 2828 Garland Ave.

Leslie E. Bush, Prin. Bainbridge Jr. HS, 1601 Bainbridge St.

G. L. X. Cowling, Asst. Supvr. of Sec. Educ.,

F. B. Dixon, Prin. John Marshall HS, 800 E.

Oscar W. Fary, Prin. East End Jr. HS, 3118

Catharine S. Flippen, Hdms. Collegiate Sch.,

1619 Monument Ave. Roland W. Galvin, Prin. West Hampton Jr. HS, 5800 Patterson Ave.

Thomas T. Hamilton, 1401 Westwood Ave. C. C. Hancock, Prin, Thomas Jefferson HS, 4100 W. Grace St.

Robert R. Marks, Prin. Varina HS, Rt. 5 H. A. McKann, Prin., 1202 Peachtree Blvd. W. Howard Mears, Prin. Douglas S. Freeman HS, 8701 Three Chopt Rd.

George H. Moody, Supt. of Henrico Co. Schs.,

22nd & Main Sts.

George Peterson, Jr., Prin. Armstrong HS. 2805 Montrose Ave. F. Poteet, Asst. Supvr. Sec. Educ., State

Bd. of Educ. G. H. Reid, Prin. Manchester HS, Rt. 11 Sister Catherine, Prin. St. Patrick Sch., 207

N. 26th St. Sister Robert Mary, Prin. Cathedral Sch.,

107 N. Morris St.

Clarence H. Spain, Prin. Binford Jr. HS. 1701 Floyd Ave.

Jack P. Thomas, Asst. Prin. Chandler Jr. HS Woodrow W. Wilkerson, Supvr. of Sec. Educ., State Bd. of Educ.

James H. Williams, Prin. Maggie L. Walker. HS, 1729 Porter St.

Bidgeway-O. E. Pilson, Prin. Drewry Mason

Ringgold-Raymond H. Rickman, Prin. Dan HS, Rt. 2

Roanoke

A. G. Brooks, Prin. Jefferson Sr. HS R. H. Cook, Prin. Woodrow Wilson Jr. HS. 1601 Maiden Lane

W. Albert Coulter, Prin. William Fleming

R. W. Cutshall (Mrs.), Prin. Viaud Sch., 1101 First St., S. W.

Conn Davis, Prin. Cave Springs HS, Rt. 4 Cameron B. Dickerson, Prin. Monroe Jr. HS Paul B. Foster, Asst. Prin. William Fleming

H. Mae Hoover, Prin. Lee Jr. HS Lewis B. McNeace, Prin. Stonewall Jackson Jr. HS

Lewis A. Sydnor, Prin. B. T. Washington Jr. HS, 922 Seventh St., N. W. M. G. White, Asst. Prin. Jefferson HS

Rock Castle-Sister Mary Rene, Prin. St. Francis DeSales HS

Rocky Gap-Garland L. Updyke, Prin. HS Bocky Mount

C. L. Atkins, Prin, Franklin Co. Trng. Sch. Elton A. Bonner, Prin. Franklin Co. HS, Drawer 150

B. M. Kent, Asst, Prin. Franklin Co. HS Rural Retreat-William J. Reardon Jr., Prin.

Rustburg

Owen J. Duncan, Jr., Prin. Campbell Co. HS George M. Hodge, Prin. HS

Buthville Earl E. Scott, Prin. HS

St. George-Ralph A. Kelly, Prin Blue Ridge

St. Paul-W. H. Bowman, Prin. HS

St. Stephens Church-Samuel E. Prin. Marriott HS Askins,

Salem

Carroll Alexander, Asst. Prin. Andrew Lewis HS, Box 127 DeWitt Miller, Prin. Andrew Lewis HS

Saltville-Lynn F. Moore, Prin. HS Saluda-Clarence E. Major, Prin. Middleser HS

Scottsville-John W. Boggs, Prin. HS Shanghai-Norman R. Dodl, Prin. Pleasant Hill HS

Shawsville-James J. Owen, Prin. Alleghany Skipwith-Frank Chuchek, Prin. Blue Stone

Snell-A. L. Scott, Prin. John J. Wright HS South Boston—J. Marshall Swanson, Prin. Halifax Co. HS, Box 467

South Rill-Charles H. Morgan, Prin, Park View HS

South Norfolk

E. E. Brickell, Asst. Prin. Oscar Frommel Smith HS

Leon E. Looney, Prin. Jr. HS, Holly & Rogers Sts.

Spotsylvania

Robert Jarvis, Prin. HS J. Thomas Walker, Supt. of Schs. Spottswood-Harry E. Carter, Prin. HS Standardsville-John R. Breeden. William Monroe HS

Staunton

C. E. Smither, Prin. Robert E. Lee HS Arthur R. Ware, Jr., Prin. Booker T. Wash-ington HS, 401 N. Augusta St. Stony Creek-E. V. Gilbert, Prin. HS

Stuart-W. B. Watkins, Prin. HS

Suffolk

Henry B. Brockwell, Prin. HS William L. Turner, Prin. East Suffolk HS. 604 Adams St.

Surry-Robert H. Moore, Prin. HS Tappahannock-Eldon W. Christopher, Prin.

Tazewell-Eugene Ross, Prin. HS Troutville—H. H. Huffman, Prin. HS Victoria—Hugh L. Blanton, Prin. HS Vinton-Charles L. Jennings, Prin. William

Byrd HS, Box 217 Virginia Beach—James A. Johnson, Jr., Prin. HS, 500 25th St.

Warsaw-L. C. Hodges, Prin. HS

Warwick

George W. Cox, Jr., Prin. HS Homer L. Hines, Prin. George Washington Carver HS, Jefferson Ave. Ext.

Malcolm T. McConnell, Asst. Prin, HS

Waverly

William J. Hopkins, Prin. Sussex Co. Trng.

L. C. Staples, Prin. HS

Waynesboro-Jacob L. Johnson, Prin. HS. W. Main St.

West Point-Homer A. Humphrey, Prin. HS. Box 290

Weyers Cave-Gilbert Prin. T. Perron, Middle River HS

Whaleyville—W. J. Jones, Prin. HS

Whitmell-Donald A. Phillips, Prin. HS Williamsburg

Kenneth Cleeton, Prof. of Educ., Dept. of Educ., Coll. of William & Mary

George C. Pitts, Jr., Prin. James Blair HS Raymond L. Rice, Prin. James W. Johnson HS, Rt. 2, Box 193A.

Sister Mary Grace, Prin. Walsinger Acad.,

Winchester-Paul D. Beable, Prin. James Wood HS, Rt. 4

Windsor-R. H. Darden, Prin. HS

Wise-L. F. Addington, Prin. J. J. Kelly HS Woodstock-David D. Jones, Prin. HS. Box 191

Worsham-J. Boyd Bagby, Prin. HS Wytheville

Charles D. Campbell, Prin. Scott Mem. HS M. C. Suiphin, Prin. George Wythe HS Torktown—T. H. Gillis, Prin. York HS

WASHINGTON

Aberdeen-Ben O. Curran, Prin. Weatherwax HS. Box 100

Auburn

Big Moe, Vice Prin, Jr. HS, 414 O St. N. E. George Moergeli, Jr., Prin. HS, 711 E. Main

Clifford L. Witzel, Prin. Auburn Acad. Bellevue-Ernest C. Hemingson, Prin. Jr. HS,

Bellingham

William W. Haggard, Pres. Western Wash. Coll. of Educ., Honorary Life Member Alvin W. Howard, Prin. Fairhaven Jr. HS, 110 Park Ridge Rd.

James McGlinn, Prin. Whatcom Jr. HS, 810 Halleck St.

W. O. E. Radcliffe, Prin. Shukstan Jr. HS, Box 193 Benton City-Rudy P. Johnson, Prin. Kiona-

Benton City HS, Box 37

Blaine-Reginald W. Campin, Prin. HS, Box

Bothell

Wesley E. Cole, Rt. 2, Box 648 & Lyman Hilby, Prin. HS, Box 541 E. J. Oakland, Prin. Jr. HS

Stridgeport—Tony Zevenbergen, Jr., Box 924 Suchey—Ray J. Patrick, Prin. White River

Surton-William S. Lane, Prin. Vashon Island HS

Cashmere Glenn B. Fleming, Prin. HS, Box 153

Catle Bock-Arthur H. Stolz, Prin. HS Cathlamet Harold E. Kloes, Prin. HS Centralia-Harold Gehrke, Prin. HS, 415 W. Pear St.

Chehalis-L. Roscoe Mitten, Prin. Sr. HS Colfax-Glenn Powell, Prin. HS

College Place—Harold Schwartz, Prin. Walla

Walla Coll. Acad. Box 1088

Robert L. Holstine Prin. HS Charles A. Yackulic, Prin. Jr. HS Coules Dam A. F. Luiten, Prin. HS

Cowiche George Personette, Prin. Highland

Custer Roy A. Franko, Prin. Jr. HS Deming-C. E. Redfield, Prin. Mt. Baker HS Edmonds G. Mason Hail, Prin. Sr. HS, 430 Third Ave. Blensburg

William M. Brown, Prin. Sr. HS Lannes E. Purnell, Prin. Morgan Jr. HS Robert Hartley, Prin. HS

Entiat-Helen F. Kinzel, Prin. HS Enumclaw-August R. Buse, Prin. Jr.-Sr. HS. Box 252

Ephrata-Donald R. Brown, Prin. Sr. HS. 68 K St. N. E.

REFERE

A. B. Colburn, Vice Prin. HS Richard L. Hudson, Prin. South Jr. HS. 35th & Rucker Sts.

Bert Vanderwilt, Prin. HS, Colby Ave. & 24th St. Everson-Eugene Riehl, Prin, Nooksack HS.

Rt. 2 Pederal Way

Clint Erickson, Prin. Elem. Sch. George Rutherford, Prin. HS

Ferndale-Alvin J. Gregor, Prin. Jr. HS. Box 218

Priday Rarbor-Orin B. Fjeran, Prin. HS Goldendale-Harold F. Oxwang, Prin. HS Grand Coulee-Norman E. Sanders, Prin. HS

Hoquiam Thomas Gordon, Vice Prin. Jr. HS Maurice C. Wood, Prin. Jr. HS

Issaquah

Joseph F. Chiott, Prin. Jr. HS

Charles M. Fallstrom, Prin. Sr. HS

Kahlotus—Robert B. Braddock, Prin. HS

Kalama—Robert G. Lindemuth, Prin. HS

Kelso—Edwin L. Buckley, Prin. Jr. HS

Kennewick—Wayne W. Nevius, Prin. Jr. HS Kent-J. Arthur Stewart, Prin. Kent-Meri-dian Jr. HS, North Central Ave.

Kettle Palls-Hugh M. Barr, Prin. HS

Kirkland

Richard Ashton, Prin. Jr. HS Dan W. Shovlin, Prin. Lake Washington HS Lacey-Frank A. Bower, Prin. North Thurs-

ton HS Lake Stevens-Donald Oates, Prin. Jr.-Sr. HS Lind-T. N. Hardy, Supt. of Schs.

Maurice J. Brislawn, 1063 21st St. Russell V. Eyer, Vice Prin., Monticello Jr. HS, 2852 Florida Earl J. Reed, Asst. Supt. of Schs., 28th &

Lilac Sts. Henry E. Rybus, Asst. Prin. R. A. Long HS

Lynden-Elmer J. Clarkson, Prin. HS Lynnwood-Phillip H. Coble, Prin. Jr. HS.

19400 56th Ave. W. Thrapp. Prin. Manson-Leonard J.

Mercer Island-Cecil F. sullock, 4222 92nd

St. S. E. Monroe Patrick C. Frank, Prin. HS, Box 115 Montesano-Lloyd W. Enz. Prin. HS

Morton-Tom B. Lyda, Prin. HS Moses Lake—Ray A. Hunt, Prin. Chief Moses

Jr. HS Mossyrock-Laurence Deacon, Prin.

Mount Vernon-William E. Gurney, Prin. HS Moxee City-Ralph E. Miller, Prin. Moxee HS Mukilteo-Paul W. Kimball, Prin. Jr. HS

Oak Harbor-Ted Knutsen, Prin. HS

Olympia Father Michael Feeney, Prin. St. Martin's HS Theodore Wynstra, Prin. Washington Jr. Don H. Bunt, Prin, HS HS, 620 S. Eastside

Omak-Michael A. Rowe, Print Sr. HS. Box 582

Opportunity-Walter Repp. Prin. Central Valley Jr. HS, N. 701 Pines Rd

Otis Orchards-Raymond Lee, Prin. HS Pasco-George Dyer, Prin. Jr. HS, 517 N.

Third St. Pateros-James E. Jennings, Prin. HS

Pe Ell-Harvey L. Pierson, Prin. HS, Box 511

Port Angeles George J. Ellis, Prin. Roosevelt Jr. HS, 4th

& Chase Sts. Mark B. Whitman, Prin. Sr. HS, 1221 E. Second St.

Port Orchard—Ray B. Hinderlie, Prin. Mar-cus Whitman Jr. HS, Rt. 4, Box 329

Port Townsend-Enos Underwood, Prin. HS Potlatch-John Pill, Asst. Prin. Shelton Jr. HS, Hoods Canal

Poulsbo-M. D. Meek, Prin. North Kitsap Jr.-Sr. HS, Box 68 Prescott-James Deeney, Prin. HS, Box 154

Prosser-Charles C. Housel, Prin. Jr. HS, 1116 Spokane Ave.

Puyallup

Donald Hartung, Vice Prin. HS

James A. Turman, Vice Prin. HS Quinault-Douglas F. Smith, Prin.

Quinault HS, Box 17
Rainier—Earl M. Boness, Prin. HS, Box 136
Randle—Richard J. Hermsen, Prin. White

Raymond-Warren R. Flanagan, Prin. Jr.-Sr. HS

Redmond-Vernon R. Leatha, Prin. Jr. HS

Myron H. Finch, Prin. McKnight Jr. HS Daniel Rich, Asst. Prin. McKnight Interm.

Stanley I. Thompson, Prin. Jr.-Sr. HS

Karl J. Weber, Vice Prin. Jr.-Sr. HS Richland Christian I. Anderson, Prin. Carmichael Jr.

HS, 620 Thayer Dr. Arthur Lind, Asst. Supt. of Schs., 615 Snow

Leslie A. McIntosh, Prin. Columbia HS

G. Allan Skov, Prin, Chief Joseph Jr. HS, 504 Wilson St.

Ridgefield-Earl H. Barkas, Prin. HS Ritzville-Lloyd Oberst, Prin. HS Rochester-Loren D. Lanphere, Prin.

HS. Seattle

Rudy Anderson, Vice Prin. Puget Sound Jr. HS, 14331 22nd St. S. W. Aurlo A. Bonney, 3107 37th Pl. S.

F. E. Breit, Prin. Eckstein Jr. HS, 5756 61st

Walter H. Campbell, Vice Prin. Queen Anne Jr.-Sr. HS, 1711 36th Ave. Clement J. Carlson, Prin. James Monroe Jr., HS, 7016 51st Ave., N. E.

Charles A. Curry, Prin, Foster Jr.-Sr. HS.

Homer Davis, Prin. 5553 34th St. N. E.

Henry DeYoung, Exec. Secy., Wash. HS Athletic Assn., 902 Lloyd Blvd., 6th &

Garland Duvall, Vice Prin, Evergreen Jr.-& HS. 2526 S. W. 169th Pl. George S. Farmer, Prin. Queen Anne Jr. &

HS, 11307 24th Ave., N. E. Father John P. Doogan, Prin. Blanchet Hi

8200 Wallingford H. Reed Fulton, Prin. Roosevelt HS

Harry L. Garrison, Prin. Cleveland HS 18th Ave. S. & Lucille

Gordon Hannaford, 1622 California Ave. E. E. Hanselman, Prin. Garfield HS Ed Hasselblad, Prin. Shoreline HS, 528 1 89th Ave

Erling I. Holand, Vice Prin. Shoreline HS, E 185th St. & 1st Ave. N. E.

Joseph N. Johnson, 6532 Fifth Ave. N. E. Don C. Kessler, Prin. Jane Addams Jr. HS Marjorie C. Livengood, Prin. Helen Bush Sch., 405 36th Ave. N.

Ira T. Miller, 6247 26th Ave. N. E. George E. Olson, 4621 Palatine Ave. Inez H. Peterson, 320 E. 53rd St. Richard A. Pomeroy, 8402 30th Ave. S.W. William K. Ramstad, Prin. Morgan Jr. Ha 16020 35th Ave. N. E. William Reiss, Vice Prin. Morgan Jr. Ha

114 N. 171st St. Emma B. Stadden, 1600 E. John St., Apt. 20 Lyle Stewart, Asst. Supt. of Schs., 800 L 64th St.

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Shelton

George Hermes, Prin. Irene S. Reed HS. Seventh & Alder Sts.

C. Bruce Schwarck, Prin. Jr. HS Frank E. Willard, Prin. Grant C. Augle Jr. Sr. HS

Silverdale-James Huey, Prin. Central Kitsap Jr.-Sr. HS, Box 2

Snohomish

Harold B. Moe, Prin. HS Francis Snow (Mrs.), Prin. Jr. HS Spangle-J. V. Peters, Prin. Upper Columbia Acad

Spokane

C. E. Halverson, Prin. Libby Jr. HS, E. 2900 First Ave.

Rudolph H. Knaack, Prin. Havermale Jr. HS. 1300 W. Knox Ave

Wallace Mills, Prin. West Valley HS. N. 2710 Sargent Rd

L. Parker, Prin. Lewis & Clark HS, W. 521 Fourth Ave. J. L. Purdy, Prin. John R. Rogers HS, 1622

E. Wellesley

Sister M. Eloise Anne, Prin. Holy Names Acad., 1216 N. Superior St.

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sanyside-Kenneth M. Davis, Prin. Chief Kamiakin Jr. HS, Ninth & Edison Sts.

Harold H. Berndt, Asst. Prin. Mason Jr. HS Raiph W. Christie, Asst. Prin. Stadium HS,

111 North E Roy Cochrane, Prin. Gault Jr. HS, East L

and Division Lane Roger E. Elder, Prin. Stadium HS, 111 North

Kenneth W. Flora, Prin. Lincoln HS Harold F. Gray, Prin, Clover Park Sr. HS, 11023 Gravelly Lake Dr. S. W. William B. Hardie, Asst. Prin, Lincoln HS,

S. 37th & G

Ruth McConihe, Asst. Prin. Jason Lee Jr. HS, Sixth & Sprague

Harry G. Parker, Prin. Stewart Jr. HS, 5010

Pacific Ave. Fritz M. Tayet, 3719 East I St. Orville D. Weeks, Prin. Franklin Pierce HS. 11002 Portland Ave.

Toppenish-Alfred J. Strom, Prin, Sr. HS

Eugene K. Coate, Prin. HS, Box 411 Theodore J. Johnson, HS. Box 426 Union Gap—Lawrence I. Palmer, Prin. Jr. HS Vancouver

Marvin Cummings, Vice Prin. Ft. Vancouver

William H. Dunn, Prin. Shumway Jr. HS, 328 Main St. Donald E. Fowler, Vice Prin. Hudson's Bay

Ford Hoke, Prin. McLoughlin Jr. HS, Mac-Arthur Blvd. & E. 61st St.

Max Hudson, Prin. Evergreen HS, Rt. 1, Box 2725

William Lothspeich, Prin. Ft. Vancouver HS. 264 Main St.

Robert E. Simpson, Prin. Hudson's Bay HS, 1206 E. Reserve

Loren Troxell, Dir. of Instr., Sch. Dist. 37, 2223 Kauffman Ave.

Veradale-William A. Ames, Prin. Central Valley HS, 821 S. Sullivan

Walla Walla Edwin J. Beard, Prin. Pioneer Jr. HS Franklin P. Hanson, Prin. Garrison Jr. HS,

Chase Ave K. Andrew Tidrick, Prin. HS Wapato-Eldon Dietrich, Prin. HS Washougal-Loren Terreil, Prin. HS, Box

Westport-Ronald R. Sperline, Prin. Ocosta HS

White Swan-Earl E. Crosby, Prin. HS Winlock

Lloyd Hutson, Prin. HS Albert G. Kletsch, Rt. 1, Box 49A Sister Mary Benigna, Prin. St. Mary's Acad.

Winthrop-John T. Helt, Prin. HS Woodland-Gerald M. Hanft, Prin. HS, Box 393

Yakima

Arthur E. Church, Prin. Sr. HS, Seventh Ave. & Walnut

Ralph R. Lackey, Prin. West Valley HS, Rt. 4, Box 304C

Don G. McKenzie, Prin. Washington Jr. HS. 501 S. Seventh Ted J. Murphy, Prin. Franklin Jr. HS, 410 S. 19th Ave

Zillah-C. Willard Gray, Prin. HS, Box 276

WEST VIRGINIA

Anster-W. A. Bragg Arthurdale-Alison Parrack, Prin. HS Athens-Joe T. Vachon, Prin, HS Bailevsville-Harold Bailey, Prin. HS Barboursville

John T. Fife, Prin. HS Herbert Nutter, 211 Park Ave. Barrackville-Larney Gump, Prin. HS Beckley

Cecil D. Cooke, 208 Queen St. C. G. Peregoy, Prin. Woodrow Wilson HS. 308 Park Ave.

William C. Reid, 235 Church Virgil A. Sarrett, Box 1284 John W. Saunders, 201 Westwood Dr. C. E. Walker, Box 1041

Belington-Paul D. Corley, Prin. HS Belle

E. F. Garrity, Prin. Dupont HS Robert M. Thomas, Prin. Cedar Grove HS Bethany-Cecil Garrison, Prin. HS Blacksville-Simon White

Bluefield Mac G. Bowles 404 Albemarle Stanley Martin, 821 College Ave. Modoc McKenzie, Rt. 1 A. C. Stowers, 421 Union St Branchland-Jennings O. Midkiff Bridgeport-N. R. Tolley, 408 Orchard St. Buckhannon Newton S. Anderson, 3 College Ave.

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Burton-Paul Barr, Prin. HS Charleston

V. Braham, Prin. Lincoln Jr. HS, 1222 Virginia St. E.

Clarence A. Brock, 851 Somerset Dr. Clements D. Brown, Rm. 613, Capitol Bldg. Scott M. Brown, 520 Kanawha Blvd. W. Robert L. Bryan, 510 Beauregard St. Roy E. Campbell, Prin. Roosevelt Jr. HS. 1021 Valley Rd.

Fred S. Coffindaffer, State Dept. of Educ., Rm. 125, Capitol Bldg.

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Charles E. Kenney, State Dept. of Pub. Asst., 1616 Virginia St. E. P. A. Loy, Prin. Woodrow Wilson Jr. HS,

3817 Staunton Are. Rexford P. Plymale, Prin. Thomas Jefferson

Jr. HS. 306 Shawnee Circle Arthur Rezzonico, Prin, Horace Mann Jr. HS,

1183 Bridge Ewart C. Richardson, 3908 Virginia Ave. John O. Roach, Prin, Sissonville HS, 406

Sister M. Harriet, OSF, Prin. Catholic HS, Virginia & Broad Sts.

Chelyan-G. G. Robinson, Prin, Pratt Jr. HS Chesapeake-Cheatham H. Alston, Box 245. Chester-R. M. McFarland, Prin. Chester HS, 238 California Ave.

Clarksburg

Columbus Ash, 1750 W. Pike St. Louis Bauld, 911 Duff Ave Kenneth Cubbon, 963 W. Pike St. Sister Irma, Prin. Notre Dame HS Fountie Williams, 505 Pennsylvania Ave. Nutter Fort Branch Clay-Fred E. Smith

Clendenin

J. Stuart Ervin, Prin. HS, Box 237 Marvin S. Lee

Coalton-Elmer D. Goddin, Prin. Coalton Twelve Year Sch.

Colcord-H. L. Knapp, Jr., Prin. Clear Fork

Cowen-Donald Robinson Danville-Robert Hylbert

Davis-I. L. McDowell, Prin. HS Delbarton-James E. Blevins, Prin. HS Dunbar

John E. Goetz, Prin. Jr. HS George M. Speicher, Prin. HS East Bank

D. R. Ervin, Prin. Chelyan Jr. HS, Drawer 1149

Ralph B. Hixenbaugh, Prin. Washington Jr. HS, Box H

Eleanor-H. Estel Lewis Elk Garden-Frank Burgess, Prin. HS, Box

Elkhorn-John M. Belcher, Prin. HS Elkins-Henry Hamilton, 118 Buffalo St. Pairmont

Paul B. Dawson, 526 Benoni Ave. Paul G. Michael, 208 Bailey

Pairview-Kenneth L. Harris, Prin. HS Payetteville

T. W. Chiles, Asst. Supt., Fayette Co. Schs. Holly M. Kessler

Pollansbee Homer Bodley, 816 Gilbert B. W. Keadle, 502 Banfield Port Ashby-J. W. Marker

Pranklin-John M. Dice, Prin. HS, Box 216

Charles W. Dean Jr., Prin. HS Joel E. Hight, Prin. HS, Box 25

Gauley Bridge-Trulow S. Waldo, Prin. HS Glen Daniel-Claude Worley, Prin. Marsh Glenville

Albert Moore Arthur J. Moore LeRoy B. Stennett, Box 66 Gormania-Fred C. Carroll Grafton

Torlock Rasmussen, Prin. Jr. HS, 205 Lincoln

Sister M. Anita, Prin. St. Augustine Sch., 7 W. Washington St. Roy. W. Walter, Prin. HS, 702 Maple Ave.

Hamlin-James K. Roberts, Prin. HS Hammond-W. E. Buckey, Rt. 1, Honorary Life Member

Hinton-Irvin Maddy, Prin. HS, 116 James

Holden-L. H. Hutchison, Prin. Jr. HS, Box 159

Huntington

William J. Boyd, Prin. Lincoln Jr. HS, 25th St. & 10th Ave.

Harry G. Clagg, Prin. Cammack Jr. HS Wendell H. Cornetet, Prin. East HS D. W. Fox, 5465 Pearidge Rd. Paul N. Musgrave, 1962 Underwood Ave. Mae Newman, 328 11th Ave.

Lawrence H. Nuzum, Prin. Marshall HS Bernard Queen, 4128 Brandon Rd. George A. Schwartz, Prin. Oley Jr. HS, 1341

Fifth Ave. Sister Anne Regina, Prin. St. Joseph's HS, 1314 Sixth Ave.

Roy L. Straight, Prin. West Jr. HS, 1001 Jefferson Ave.

Hurricane Edward Chapman, Jr., Box 488 Institute-Lawrence V. Jordan, Prin. State College HS

Jane Lew-A. J. Stathers, Prin. HS Kenova-F. M. Carey, Rt. 1 Kermit

Virgil Hoke

Virgil Marcum, Box 449 Keyser

Parker C. Black, 165 Main St. James W. Goldsworthy, 219 Mineral St. Myra Nefflen, Prin. Cresaptown Elem. & Jr. HS, Potomac Dr.

Vernon A. Staggers, Prin. Piedmont HS, Rt. 1

Leewood-Herbert C. Kennedy, Prin. HS Lewisburg-Earl C. Clay Logan

Harold F. Ellis, Prin. Chapmanville HS Kesler W. Hise, Prin. Buffalo HS, Box 788 Charles W. Juergensmeyer, Prin. Sr. HS, 329 Riverside Dr.

London-Leonard Barnett, Prin. Washington HS

Lost Creek-Clarence H. Woodford, Prin. HS. Rt. 1 Madison

E. C. Browne, Prin. Scott HS Edward D. Goodwin, Prin. Van HS, Box 663 Man-Jack Neely, Prin. HS Marmet-Edwin M. Bartrug, Prin. Jr. HS

Mason-Clyde Foley, Prin. Wahama HS Masontown-H. H. Hogue, Prin. HS Matewan-John Anderson, Jr., Prin. Mag-

nolia HS Matoaka-Ralph S. Bird, Prin. HS, Box 15 Meadow Bridge-Frank L. Arritt Milton

Arthur D. Bradford, Prin. HS Jonathan Y. Lowe, Box 185 Montgomery-Bruce H. Hull, Box 249 Moorefield

S. P. Hawse, Asst. Supt. of Schs. John A. Mathias, Prin. HS Raymond Ratcliffe

Morgantown

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Earl Sprouse, 17 McKinley St. W.O.

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New Cumberland—Carroll D. Henderson

New Martinsville

0. E. Kiger W. J. McColloch

Newburg-William H. Goodwin, Rt. 1

Jewell-Harold D. Gregory, Prin. Wells HS

Sitro—John F. Santrock, Prin. HS Northfork—J. W. Ramsey, Prin. Anawalt Jr.

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Melvin L. Mackey, 1201 28th St. Gifford A. Martin, Prin. Sumner HS Edwin B. Warner, 1015 25th St.

Earl Corcoran, Prin. HS

Maurice M. Freeman Paw Paw-Thomas Small, Prin. HS

Pennsboro-C. R. Sullivan, Prin. HS

Petersburg—Thomas H. Sites, Prin. HS
Philippi—I. L. Dadisman, Jr., Prin. HS
Pine Grove—Verda C. Fankhouser, Prin. HS

Pineville

Jesse W. Houck, Prin. HS Robert E. Kuhn, Box 403

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Pratt-William S. Hall, Prin. Jr. HS, Box 66 Princeton

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Quick—Bruce Reed, Prin. Jr. HS Ravenswood—Reed F. Myers

Benick-Glen Harrah

Richwood-D. E. Dean

Bidgeley—Melvin M. Heiskell, Prin. HS Blverton—Teddy R. Hinkle

Rupert E. V. Core

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Frank A. Black, Prin. McKinley Jr. HS, Rt.

Clifford E. Coon, Prin. Washington HS B. E. Liggett, College Hill

Jake H. Moser, Prin. Jr. HS

8. Marys—Cren B. Farren, Prin. HS

E.J. Lowther, 197 W. Main St.

Robert E. Sellers

Lett Curtis P. Smith, Prin. Sherman HS Shady Springs James H. Redden, Jr., Box

Sharples—Thomas B. Orr. Prin. HS

Shepherdstown

K. W. Eutsler, Prin. HS

William M. Speg, Prof. of Educ., Shepherd Coll.

Shinnston

Clyde R. McCarty, 64 Station

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Co. HS. Daniel St. Surveyor-Harvey Pauley, Prin. Trap Hill

Sutton-Henry Bailey

Terra Alta-Robert W. Calvert

Tunnelton-J. V. Gainer, Prin. HS War-Harry L. Brown, Prin. Excelsior HS, Box 578

Wardensville-J. Allen Hawkins, Prin. HS Watson

E. W. Malcolm W. C. Whaley, Rt. 1

Webster Springs-C. H. Conway, Prin. HS

Weirton

John C. Greer, Prin. Weir HS

John L. Patterson, Asst. Prin. Weir HS, 3900 Palisades

Welch-James A. Shelton, Prin. Welch-Dunbar Jr. HS. Box 393

West Liberty-W. D. Ward, Prin. HS

West Milford-George Laughlin

West Union-Hugh Hurst, Prin. Doddridge

Co. HS

Weston Alva M. Bennett, Rt. 1, Box 268 Fred P. Weihl, Prin. Weston HS, 344 E.

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Wheeling Harold K. Blayney, 57 Monroe St. Brother Philip John, Prin. Central Catholic

HS. 13th & Byron Sts. Howard G. Martin, McKinley HS

C. C. Phipps, 160 N. 20th St. Sister Mary Alice, Prin. St. Joseph's Acad.

Williamson

Drue E. Clumns, Prin. Liberty HS Marvin A. Varney, 20 W. Fifth Ave. Winfield—Guy H. Biggs

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Antigo-Wayne Flamme, Prin. Jr.-Sr. HS,

313 Lincoln St.

Appleton W. T. Fox, Prin. McKinley Jr. HS

Herbert H. Helble, Pfin. Sr. HS
J. P. Mann, Supt. of Schs.
Harold E. Warnke, Prin. Fox Valley Lutheran HS, Fifth & Locust Sts.
Werner A. Witte, Vice Prin. Sr. HS
Arcadia—Willard B. Gautsch, Supv. Prin. of

Schs.

Ronald R. Stuber, Dist, Supt. of Ondossagon

Schs., Rt. 3

Francis W. Turner, Prin. HS

Augusta—Arthur A. Kopp, Supt. of Schs. Balsam Lake—Neil L. Binkley, Prin. HS Baraboo-Severn Rinkob, Prin. HS, Box 197 Beaver Dam-R. H. Whitnall, Prin. HS

Beisit

Royal B. Everill, Prin. Mem. HS, 1225 Fourth

Charles J. Kepler, Asst. Prof. of Educ., Beloit Coll.

H. N. Knutson, Prin. Roosevelt Jr. HS, 1633 Keeler Ave.

John B. Smiley, Prin. Lincoln Jr. HS, 837 Central Avenue

Benton-Leo R. Hilfiker, Supv. Prin. of Schs. Berlin-Clyde Shaw, Prin. HS, 247 E. Huron St

Black River Palls-Norman F. Krenz, Prin. Sr. HS

Bonduel-Frank Weix, Prin. HS Bowler-Hugo Fischer, Prin. HS

Brillion-Stanley Sprehn, Supt. of Schs., 315 Main St.

Brodhead-Roland M. Rockwell, Supt. of Schs., 601 E. Second Ave.

Brussels—Edmund A. Kwaterski, Prin. HS Burlington—Lowell T. Zimmerman, Suj Prin. of Un. HS

Cambridge-James B. Knoblauch, Supv. Prin. HS, Box 637

Cameron-Merrill J. Switzenberg, Supv. Prin. of Schs.

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Chilton-Earl J. Anderson, Prin. HS

Chippewa Palls

Vernon A. Anderson, Prin. Jr. HS

Earl J. Molland, Prin. Sr. HS, 2 W. Cedar St. Sister Mary Igna, SSND, Prin. McDonell Mem. HS, 120 Allen St.

Clinton-Edward W. Johnson, Supv. Prin. of

Clintonville

R. R. Laske, Prin. Longfellow Sch.

Burr E. Tolles, Prin. HS, Eighth St. Coleman-Wayne M. Maloney, Supv. Prin. of

Schs. Columbus-William Reynolds, Prin. HS, 414

S. Dickason Blvd. Crivitz-George E. Sommers, Supt. of Stephenson Schs.

Cudahy-Bernard E. Hogue, Actng. Supt. of Schs., 4903 S. Lake Dr.

Cumberland-Arthur Spoolman, Asst. Prin.

Darien-L. F. Cox, Prin. Consol. HS

Delafield-David W. Fierke, Dean St. John's Mil. Acad.

Depere-George J. Edlebeck, Supt. of Schs., 615 S. Broadway St.

East Troy-Oscar S. Rieben, Prin. HS

David P. Barnes, Prin. Sr. HS, 314 Doty St. Father John D. Rossiter, Prin. Regis HS, 2100 Fenwick Ave.

Edgerton-John Hamburg, Prin. Jr.-Sr. HS. Box 112

Elcho-James M. Kavanaugh, Supt. of Schs. Elk Mound-Chester L. Davenport, Prin. HS Elkhart Lake-Floyd J. Helwig, Supv. Prin. of Schs.

Elkhorn

Jack R. Refling, Prin. HS

Clarence A. Schacht, Supt. HS, 13 N. Jackson

Ellsworth-Joseph M. Nygaard, Supv. Prin. of Schs.

Eiroy—Herman W. Laatsch, Supt. of Schs. Fennimore—E. M. Woll, Prin. Un. Free HS Fish Creek—George A. Klingelhoets, Prin. Gibraltar Un. Free HS

Plorence-Armin C. Block, Supt. Jt. Sch. Dist. 1

Pond Du Lac

Frank A. Sabish, Asst. Prin. Roosevelt Jr. HS, 40 Champion Ave.

Sister M. Roberta, CSA, Prin. St. Mary's Spring Acad.

Henry H. Theisen, Prin. HS, 382 Lincoln Ave.

R. B. Evan Woodworth, 337—15th St. Port Atkinson—Roland W. Hunsader, Prin. Sr. HS, 409 S. High St.

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Granton-Henry G. Anderson, Supv. Prin. of Schs.

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John F. David, Supv. Prin. Preble HS, Newberry & Ohio Sts.

Richard D. Mulroy (Rev.), Prin. Premontre HS, W. Mason St. at Maryhill Dr.

Sister Mary Tarcesia, CSJ, Prin. St. Joseph's Acad., 1015 S. Monroe Ave. Walter G. Zahn, Prin. Franklin Jr. HS, 944

Shawano Ave.

Greenwood-Clifton Fonstad, Supv. Prin. of Schs.

Hartford-William E. Casely, Prin. HS, 60 Mill St.

Hillsboro-Orlando A. Hill, Supv. Prin, of Schs

Horicon

Lawrence Heyerdahl, Prin. HS, 611 Mill St. Charles F. Hub, Supt. of Schs., 611 Mill St.

Hurley-Roland Van Slyke, Prin. HS Hustisford-John J. Schlicht, Prin. Consol. Sch., Box 128

Janesville

Kenneth F. Bick, Prin. Jr.-Sr. HS, 405 Oakland Ave

Raymond S. Brussat, Vice Prin. Jr.-Sr. HS Jefferson-Carl J. Hager, Prin. HS

Johnson Creek-Alex Staponkus, Prin. HS Juda-Wilmer A. Pautz, Prin. Un. Free HS. Box 151

Juneau-William H. Emanuel, Supt. HS Kaukauna

Julian J. Bichler, Prin. HS W. Patch, Prin. Freedom Un. HS, Henry

Rt. 1 Kenosha James C. Chapel, Prin. Washington Jr. HS.

811 Washington Rd.

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George D. Scott, Prin. Central HS, 215 S. 20th

Sister M. Esther, Prin. St. Rose HS, 815 S. Ninth St.

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Vernon O. Pollock, Supt. of Schs.

Lake Mills-R. Deane Page, Prin. HS, 700 N. Main St.

Lancaster-Harold G. Gall, Supv. Prin. of

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Luxemburg-George V. Gregor, Prin. HS Madison

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Educ., Univ. of Wisconsin C. A. Hatfield, 410 Farley Ave.

Arthur H. Mennes, 606 Orchard Dr. Robert H. Schacht, Rm. 20, Mem. Lib., Univ. of Wisconsin, 1327 Univ. Ave.

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Medford-Richard E. Roth, Prin. HS Melrose-Rudolph Meyer, Prin. HS

Menomonie Francis J. Haugh, Supt. Dunn Co. Sch. of Agric.

Merrill

Ellis Evans, Prin. Sr. HS, Pier St. Lloyd Nielsen, Prin. Jr. HS Sister Stanislaus, Prin. Our Lady of Holy Cross HS

Middleton.—Alfred J. Meyer, Prin. HS

Milwaukee

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Brother Fred T. Weisbruch, Prin. Don Bosco HS, 1201 W. Becher St.

Erwin T. Check, Prin. Kosciuszko Jr. HS. 971 W. Windlake Ave

Earl L. B. Clark, Prin. Steuben Jr. HS, 2360 N. 52nd St.

Father Raymond A. Punda, Prin. Notre Dame HS, 1669 S. Fifth St.

Clayton R. Francke, Prin. Pulaski HS, 2500 W. Oklahoma Ave.

Phillip H. Geil, Prin. Peckham Jr. HS, 3245 N. 37th St.

Earl S. J. Griewski, Prin. Walker Jr. HS. 1712 S. 32nd St.

Henry Horvat, Asst. Prof. of Educ., Marquette Univ., 3820 N. Dousman St.

Leonard B. Johnson, Physics Instr., Rufus King HS, 10206 W. Melvina St. Carl Kleyensteuber, Chm. of Dept. of Sec. Educ., Univ. of Wis., Rm. 107, 3203 N. Downer Ave.

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Robert P. Krause, Prin. Wis. Lutheran HS, 1859 N. 13th St.

Vernon J. Kuehn (Rev.), Prin. Messmer HS,

742 W. Capitol Dr. Elias N. Lane, Prin. Solomon Juneau HS, 4349 N. 15th St. Merton S. Lean, Prin. Riverside HS, 1616 E.

Locust St.

James D. Logsdon, Prin. Shorewood HS. 1701 E. Capitol Dr.

Phill T. May, Vice Prin. South Divison HS. 1321 W. Lapham St.

Lawrence W. McCall (Rev.), Acting Prin. Pius XI HS, 135 N. 76th St.

R. F. Michalak, Prin. Custer HS, 5075 N. Sherman Blvd. Karl F. Miller, Prin, Lincoln Jr.-Sr. HS, 820

E. Knapp St. W. F. Rasche, Prin. Voc. HS, 3018 N. Hackett

Ave.

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Arlie A. Schardt, Prin. Washington HS. 2525 N. Sherman Blvd.

Sister Alfreda Scurti, SDC, Prin. St. Joan Antida HS, 1341 N. Cass St.

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Sister Mary Florence, OSF, Prin. St. Mary's Acad., 3195 S. Superior St.

Sister Mary Gilbert, BVM, Prin. Holy Angels

Acad., 1218 W. Kilbourn Ave. Sister Mary Ursula, Prin. Mercy HS, 1720

Milton F. Steldt, Prin. Wilbur Wright Jr. HS, 8400 W. Burleigh St.

Walter Stuenkel, Pres. Concordia Coll., 3126 W. Kilbourn Ave.

Marion M. Thornberry, Prin. Edison Jr. HS,

3621 W. Custer Ave. Alfred .W. Thurner, Vice Prin. Rufus King HS, 2862 N. 81st St.

Harold S. Vincent, Supt. of Schs., 2825 N. 98th St

Stephen A. Vrsata, Prin. Roosevelt Jr. HS. 800 W. Walnut St

Oliver F. Wergin, Prin. North Division HS, 1121 W. Center St.

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Arthur H. Will, Prin. West Division HS. 2218 W. Highland Ave.

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Amza Vail, Prin. HS

Plymouth-John C. Richards, Prin. HS Port Edwards-Gerald A. Eyler, Supv. Prin. John Edwards Sch.

Port Washington-F. E. Hoehn, Prin. HS Port Wing-Joseph G. Klucarich, Prin. South Shore HS, Box 89

Portage

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John B. Lemay, Prin. HS

Prairie Du Chien

James B. Corrigan, Prin. Campion HS Prairie Du Sac-Frank L. Hanrath, Supv. Prin. of Schs.

Ragins.

S. J. Kordus, Vice Prin. William Horlick HS. 1415 Wisconsin Ave.

Ernest G. Lake, Supt. of Schs.

LeRoy Ludeman, Prin. Washington HS. 1901 12th St.

Gerold Martin (Rev.), Prin. Lutheran HS. 251 Luedtke Ave.

Harold R. Mills, Prin. Washington Jr. HS. 3520 Kinzie Ave.

Gwenald L. Ritter, Prin. Henry Mitchell Jr. HS, 833 Main St.

Werner S. Smith, Prin. William Horlick HS. 740 Cleveland Ave.

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Otto F. Huettner, Prin. South Side Jr. HS, 1017 Union Ave.

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Robert M. Sarbinowski, Prin. Oak Creek Jr. HS, 9330 S. Shepard Ave.

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M. R. Steffens, Prin. East HS, 1010 E. Sixth

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Valders-Clarence E. Bray, Prin. HS Viroqua-Everett M. Lee, Supt. of Schs.

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Elmer Chickering, Prin. Wisconsin Sch. for Boys. Anthony H. Dorn (Rev.), Prin. Catholic Mem.

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West Allis

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Alice Maronn (Mrs.), Dir. of Guidance, Central HS

Gordon C. Riedel, Prin. John Dewey Jr. HS. 7815 W. Lapham St.

Leonard A. Szudy, Prin. Central HS, 7510 W. National Ave.

West Bend-Fred F. Schultz, Prin. HS, 710 S. Fourth Ave.

West De Pere-Howard C. Lewis, Prin. HS Weyauwega-Everett J. Hill, Supt. of Schs., Box O

Whitewater—George M. Buckingham, Prin.

Wild Rose William H. Harvey, Supv. Prin. of Schs.

Williams Bay-John W. Stofflet, Supt. of

Wilton-Irvin H. Loff, Prin. Un. Free HS Wisconsin Dells-Frederick Reineking, Prin. Un. HS, 520 Race St.

Wisconsin Rapids

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A. Ritchay, Prin. Lincoln HS, 521 Eighth Ave. 8.

STORES

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B. Delos Gardner, Prin. HS Buffalo-J. Merida Maggard, Prin. Johnson Co. HS

Casper William D. Reese, Vice Prin, Natrona Co. HS Quincy L. Tarter, Prin. Jr. HS

Stephen K. Walsh, Prin. Natrona Co. HS, 10th & Elm Sts.

Cheyenne

Darrel Beckman, Prin. Night Sch., Sr. HS Leo Breeden, Prin. Johnson Jr. HS, 2608 E. 17th St.

Marshall E. Broyles, Asst. Prin. Sr. HS, 28th St. & House Ave.

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Elmer C. Dyekman, Jr., Asst. Priz, Eastridge Jr. HS

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Eugene F. Chasey, Asst. Prin. HS

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Harold L. Mack, Prin. HS

John A. Marvel, Prof. of Educ., Coll, of Educ., Univ. of Wyoming

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Lusk-Floyd Hart, Prin. HS Newcastle-Willard J. Morgan, Prin. HS, 15

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Bert Melchar, Prin. Sr. HS Jack M. Smith, Prin. Jr. HS

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CANAL ZONE

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Santurce

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Hilo-Harry C. Chuck, Prin. HS, Box 575 Honokaa-Robert K. Moore, Prin. Honokaa HS & Elem. Sch. Honolulu

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S. King St. Charles N. P. Henry, Prin. Kaimuki HS, 2706

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Kealakekua-Mark M. Sutherland, Konawaena HS & Elem, Sch.

Rohala-Murray V. Heminger, Prin. HS & Elem. Sch.

Lahaina-Frank D. Kinnison, Prin. Lahainahuna HS, Box 7

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The Book Column

Professional Books

COMENIUS, J. A. The School of Infancy. Chapel Hill. University of North Carolina Press. 1956. 140 pp. \$3. This book (edited with an introduction by Ernest M. Eller), the author's handbook for the School of the Mother, initiated his vast plans to build a fairer world through education. A century ago Benham said, in translating this great book on education, that "although multitudes of books have been written since it was originally published in 1633. yet nothing has appeared at all comparable with it, much less superseding it" as a work of "inestimable value to a faithful Christian mother." In some respects, this book is the author's most important work, for it is a book for the first and most important teacher a child can ever have, his mother. "Whatever first attaches to children in the tender age, whether good or bad, cleaves to them deepest as long as they live and cannot be expelled." "Children do not train themselves up spontaneously" to nobility and wisdom, says the author, but are shaped "only by tireless labor." Though addressed to parents, this book contains most of the principles on which our modern educational system is founded and is of singular interest to everyone concerned with our educational system today.

EISENSON, JON, and MARDEL OGILVIE. Speech Correction in the Schools. New York 11: Macmillan Company. 1957. 302 pp. \$4.25. The field of speech correction during the past decade has grown apace. At the present time the specialist in speech correction and the classroom teacher share a common awareness of the need for trained personnel to do corrective speech work with school-age children. Throughout the United States, college and university speech departments are training therapists to undertake the work that needs to be done. The authors do not advocate that every classroom teacher should add the burden of speech correction to his many other duties. They do, however, advocate that an awareness of the problems of the speech defective child and the acquisition of some basic skills for dealing with speech problems which are not complicated by psychogenic or organic factors should help in the understanding of the school-age child and, particularly, in the understanding of the speech defective child.

This book is primarily addressed to the classroom teacher and to the school speech therapist. Both should find the text a source of information to enhance their understanding of children with speech defects and a source of practical materials for translating their understanding into corrective practices. Physicians, nurses, and other health officers as well as school administrators will, through the study of the text, enhance their comprehension of the speech defective child and of the role of the school speech therapist and the classroom

teacher as members of a therapeutic team.

EVERETT, SAMUEL, and C. O. ARNDT, editors. Teaching World Affairs in American Schools. New York 16: Harper and Brothers. 1956. 276 pp. \$4. This case book grows out of a study authorized by the John Dewey Society in 1953, concerning the responsibilities of American schools for education in world affairs. A canvass was made of public and private schools engaged in promising practices in international education. This book brings to-

gether from that canvass the best of the current methods and activities followed in our schools.

Divided into sections dealing with classroom teaching in the elementary schools and course of study teaching from the senior high schools, the book offers specific programs in many areas. It describes all school and out-of-school activities such as clubs, forums, youth conferences, and contacts abroad as they are utilized in teaching. Broader programs of system-wide school and community services—including inservice teacher education and community group cooperation with the schools—are also surveyed. A further section deals with college, teacher, and adult education. Finally, the study evaluates and looks ahead at the need, in the light of current world conditions, for more planning in the field of education for world affairs.

HALVERSON, P. M., editor. Frontiers in Secondary Education. Syracuse 10, New York: Syracuse University Press, 920 Irving Ave. 1956. 128 pp. \$2.25. This volume is the first in a series which will be devoted to lectures and papers on various aspects of secondary education prepared for the annual summer conferences sponsored by the School of Education at Syracuse University. It may be regarded as a companion-piece to Frontiers of Elementary Education which has appeared each fall for the past two years as summaries of the proceedings of the Conference on Elementary Education in 1954 and 1955. Frontiers of Elementary Education III is being published concurrently with this volume.

American secondary education at mid-century is confronted with new issues in addition to a number of unsolved perennial problems. There is reason to be proud of past developments in the high school, but more rapid progress is demanded if the institution is to keep pace with contemporary social, economic, and political trends. New frontiers are opening up for secondary-school teachers and administrators, whether they are recognized and accepted as challenges or not. It is the hope of the faculty of the Syracuse School of Education that this publication will serve to create greater sensitivity to these new needs and to stimulate action on problems, old and new.

HALVERSON, P. M. How Fares Freedom in the American High Schools Syracuse 10: Syracuse University Press. 1956. 54 pp. \$2.50. A timely discussion of freedom versus discipline by the 1956 J. Richard Street lecturer at Syracuse University. As the author points out: "There occurs within most high schools the spectacle of adolescents attempting to grapple with significant problems of growing up in a difficult age and, at the same time, submitting to learning experiences, many of which are logically inappropriate for both adolescent needs and learning efficiency."

HUNNICUTT, C. W., editor. Frontiers in Elementary Education. (Education, 2,000 AD). Syracuse 10: Syracuse University Press. 1956. 331 pp. \$3. During 1956 the School of Education of Syracuse University has been commemorating the fiftieth anniversary of its founding. It was deemed fitting, as part of the celebration, to invite leaders in educational thought to deliver a series of lectures extending throughout the six weeks of the summer session. Under the title, "Perspective in Elementary Education," these men and women were asked to consider the present status and probable directions of elementary education in this country. Their lectures comprise this volume. It will be apparent to the reader that not all of the speakers were in agreement upon solutions to some of our basic educational issues, but the reader will find them thought provoking and genuinely interesting. Addresses by Norman Cousins

and Francis Keppel, though not a part of the original series, were considered of sufficient interest to warrant inclusion.

Teachers, supervisors, and administrators participating in the program were free to probe more deeply into the subjects discussed than the lecture time allowed and were given ample time for extended discussion. They also had

implications for everyday school practice.

This book is divided into five parts. Part I, "The Setting," lays the foundation for the series. Part II," "Focus on Children," is devoted to the "raw material" of our schools, the children, and considers related aspects of their emotional, social, and intellectual development. Part III, "Focus on Learning," is concerned both theoretically and concretely with the ways children learn. Part IV, "Curriculum," deals broadly, and in the area of arithmetic specifically, with the selection of experiences for children. Part V, "Problems of Leadership," is devoted to various problems of school leadership.

KRUG, E. A. Curriculum Planning, revised edition.. New York 16: Harper and Brothers. 1957. 352 pp. \$4. Every chapter of this book has been extensively rewritten in an effort to achieve better interpretation and expression of the curriculum planning process. In addition, there are two new chapters. Chapter Three, "The Bases of Educational Objectives," represents a considerable expansion of material that was originally included in Chapter Two. Chapter Five, which is entirely new, deals with illustrative problems and issues in four selected instructional fields—English, mathematics, social studies, and the natural sciences. The chapter on evaluation and research now includes treatment of "action research." Thought-provoking study and discussion questions are provided for each chapter, and there are now separate chapter bibliographies rather than a general reading list. The book is a discussion of the nature and the problems of the curriculum planning process at both state and local levels. It is presented not as a movement toward any preconceived notion of what constitutes the ideal curriculum, but as a continuing process which demands the efforts and attention of members of all schools of thought who are interested in educational movement. A basic text for college courses in curriculum planning, the book is important for educators in the public school system who are concerned with curriculum planning.

MARTIN, W. O. The Order and Integration of Knowledge. Ann Arbor: University of Michigan Press. 1957. 356 pp. \$6.50. Educators—and the educated public—are increasingly aware of the need for a fresh look at the whole field of educational theory. Bewildered by conflicting systems, seeking a hopeful program for the future, we look back and find the basic questions unanswered: What is knowledge? and How is one kind of knowledge related to

another?

Here is an attempt, which one educator calls "a classic in its field," to answer these questions. This book is an analysis of the fundamental kinds of knowledge; it seeks to determine the nature and limitations of each kind of knowledge, as well as the manner in which each kind presupposes other kinds. It is a treatise on the general nature of evidence, and is concerned with the foundation of responsible belief and utterance.

Professor Martin writes: "Scholars and teachers either see their special subject in the light of the whole of knowledge—or else they see the whole from the narrow perspective of their special discipline and thus create disorder in knowledge. I hope that this work may prove of value to scholars, teachers, and

administrators."

MORSCH, V. S. The Use of Music in Christian Education. Philadelphia 7: Westminster Press. 1956. 178 pp. \$3. Arranged in eighteen medium-length chapters, the volume begins with a definition of music and a statement of its place and purpose in the individual worshiper's life. The author then launches into a study of hymns and shows via a "list of twenty-five hymns to grow on" their appropriate use with children. She also discusses at great length how to set up concrete musical experiences (vocal, instrumental, interpretative) for the child and relate them creatively to his religious development.

Two chapters elaborate on the limitless value of recordings in Christian learning, listing a number of suitable records and supplying the addresses of companies that sell them. Outlining a philosophy of music in Christian education, the author demonstrates in still other chapters how to extend its use to all the program areas of the church. Finally, in a large section of the book that no choir director will want to miss, the author takes up specific problems in organization and administration of the multiple choir system and suggests a standard repertoire.

SLOANE, E. H. Psychology For Living. Annapolis, Maryland: Owl Press. 1957. 144 pp. \$3. This is a book of practical or applied psychology written in non-technical language and designed as a guide to help adults deal constructively with the problems of everyday life during these difficult times. Among the problems dealt with are eliminating bad habits like excessive smoking and eating, getting along with other people, controlling the emotions, mastering worry and fear, improving the memory and reading comprehension, and learning to think creatively. One feature of the book is the part dealing with "nervous tension." The author clearly states what it is (debunking some popular misconceptions), what causes it, how to avoid excessive tension, and how to free ourselves from it. The book's 16 chapters are divided into three parts: I. Changing Our Habits; II. Nervous Muscular Tension and How To Deal with It; III. Self-discovery and Self-direction.

TIEDEMAN, D. V., editor. Teacher Competence and Its Relation to Salary. Cambridge 38: The New England School Development Council, Spaulding House, 20 Oxford St. 1956. 283 pp. \$3.50. This volume reports the results of a nine-year study by the NESCEC Merit-Salary Committee under the chairman-ship of Marjorie O. Burrill. This is a timely study, being reckoned with by many groups at local, regional, and state levels. This report is probably the most exhaustive treatment given to date to this question of relating competence to compensation. It not only contains the history, recommendations, and proposals, but also analyzes current salary policies. While not all who read this report will find themselves in complete agreement with it, the material contained should be of value to all who are concerned with this problem which basically stated is the improvement of instruction, in the final analysis, the prime responsibility of the schools.

Books for Pupil-Teacher Use

AGLE, N. H. Princess Mary of Maryland. New York 17: Charles Scribner's Sons. 1956. 109 pp. \$2.50. Did you know that Maryland has a real little Indian princess? Princess Mary was not as well known as Virginia's Pocahontas, but she played an important part in Maryland's history. The author has told a delightful story of Little Girl. We know her from the time she rode on her mother's back to watch the Dove sail up Pascataway Creek in

1634, bringing the first white settlers to Maryland under the command of their first governor, Leonard Calvert, to the time she married Giles Brent and

became the mother of his family of children.

ASHLEY, P. P. Say It Safely. Seattle 5: University of Washington Press. 1956. 127 pp. \$2.25. This manual is designed to help publishers and broadcasters avoid the pitfalls of libel, invasion of privacy, and contempt of court. Expanded and revised from Essentials of Libel (a handbook for journalists), this book contains new chapters on freedom of speech and contempt of court, photographs, right of privacy, radio and television,, and political broadcasts. All material has been brought up to date, "in the interest of the citizen's right to know what is going on . . . at a time when the trend is against freedom of expression." This book is not a reference work destined to repose in the library or morgue. It is a working tool for day-to-day use by all who write or process copy. "The purpose," in the words of the author, "is not to frighten publishers and broadcasters into saying less. It is to help them to be more

secure in saying what should be said."

BEALS, CARLETON. Taste of Glory. New York 16: Crown Publishers. 1956. 311 pp. \$3.50. In this novel whose panoramic scope and fury recall his Dawn Over the Amazon, the author tells the life story of the great Chilean patriot and liberator, Bernardo O'Higgins. The story begins with Isabel, the mother, and for Isabel there was "first Ambrosio," and then Bernardo, the son. Ambrosio was the governor of Chile for the crown of Spain. The lonely boy's very existence was a threat to his father, who was almost unknown to him. He clung fiercely to his mother, a magnificent woman, native-born, shrewd, the meaning and motivation of his life. Exiled, he fought his way back to her, and with her help began working for revolt. He used the name of his now-dead father, a name of power, and made it a rallying cry for freedom. First defeated, he crossed the Andes with Isabel and in Argentina joined San Martin. There, in a grim but determined encampment, he drilled and outfitted his new battalions, and swept victoriously back into Chile in one of the memorable surprise campaigns of history.

But this is not just an outward story of battles fought and won. It is a story of the secret places of the heart, of how a lonely boy acts when he reaches a position of power, tempted to identify with his iron-handed father, but great enough at last to step aside rather than plunge his newborn country into civil war. Here is a hero of a new kind, seldom seen in the pages of fiction, who left a lesson transcending his own glory, a pattern that would influence the future

of a continent.

BECK, R. N. The Meaning of Americanism. New York 16: Philosophical Library. 1956. 192 pp. \$4.75. A study of the philosophic theory of democracy. The author stresses the point, among others, that the traditional categories of liberal and conservative do not apply to America's political experience since the

American political tradition defies any "either-or" classification.

BERNARD, H. W. Toward Better Personal Adjustment, second edition. New York 36: McGraw-Hill Book Company, 1957. 462 pp. \$5.50. The author's aim has been to bring to students the practical principles of positive mental hygiene, citing the psychological justification of the principles. Emphasis is on the application of mental hygiene principles to help individuals achieve efficiency, happiness, harmoniousness, and fullness in their daily living. The interplay of four major aspects of the human personality are considered: mental, physical, emotional, and spiritual.

Part I deals with the meaning and significance of mental health. The role of physical health and habit formation are shown to be basic aspects of mental health. Part II stresses the problems of college students in studying, thinking. achieving personal and phychological satisfactions, and making mature, conachieving personal and psychological satisfactions, and making mature, continues after formal school life, but it also deals with problems present in the college years—defense mechanisms, facing disappointing realities, making occupational choices and adjustments, choosing and living with a marriage partner, and using religion constructively. In this second edition much of the material has been condensed to form a more compact treatment. Two new chapters have been added: one on marriage; the other on occupational adjustments. New illustrative material has been added; audio-visual aids are now cited for each chapter; and a glossary has been added.

Betty Crocker's Picture Cook Book, revised and enlarged. New York 36: McGraw-Hill Book Company. 1956. 472 pp. This book reveals in over 2,000 tested ways how to prepare tasty, appetizing, nutritious meals for the family. Here is a wealth of aid for the beginning cook as well as the veteran in planning and preparing the meal. The first edition of this book proved its merit by reaching a sale's volume of over 3,500,000 copies. This revised edition contains 40 beautiful color pages which help to visualize end results. It also contains over 1,000 black-and-white illustrations. These pictures add to the information given in the more than 2,000 recipes—everyday favorites, sophisticated triumphs, easy dishes for the inexperienced, and specials for the most accomplished culinary artists. In addition, there are hundreds of helpful suggestions on such subjects as: freezing, how to store foods, meal planning and menus, table setting, garnishing, serving, short cuts, new simplified methods, holiday suggestions, and favorite dishes. Also included are human interest stories about persons and their favorite foods, tales on the origin of recipes, and information on food history.

BISHOP, JIM. The Golden Ham. New York 20: Simon and Schuster, Inc. 1956. 316 pp. \$3.95. This is a book about Jackie Gleason. If you like him, it may make you like him more, or less, depending on the kind of person you are. If you never liked him, it may change your mind a little. If you never had any special attitude toward Jackie Gleason, you will have one by the time you have finished this book.

BLANTON, SMILEY. Love or Perish. New York 20: Simon and Schuster, Inc. 1956. 224 pp. \$3.50. Dr. Blanton takes us on a long journey, through marriage, our first children, the ways we earn our living, into the "middle years and beyond." As the crowning achievement of a distinguished career, he has written a guide to life which cannot help but leave a deep and revealing impression. His intention was a single one—to give every man and woman who reads his book a chance for the happiness that can be theirs.

BOYD, T. A. Professional Amateur, the Biography of Charles Franklin Kettering. 1957. 254 pp. \$4.50. According to the greatest of American traditions, what you need to attain success, fame, and fortune is to combine determination, hard work, great skill and, most important of all, the inventive genius to perceive and fill new needs. Probably no one in our time so well represents that American vision of success as Charles Franklin Kettering-"Boss Ket," as he is known to friends; inventor, humanitarian, philanthropist, homely philosopher—a kind of twentieth century Ben Franklin.

American tradition typically surrounds Kettering's early life. He was born more than eighty years ago on a farm in Ohio. He worked diligently as a farm boy, attended a one-room country school, dug holes for telephone poles, and taught school. Kettering's great genius was as an inventor and developer of new products. When he was graduated from college he joined the National Cash Register Company and quickly made possible the electrification of the cash register. In 1909 he turned his talents to improving the ignition systems on automobiles. Encouraged by success, he started the Dayton Engineering Laboratories Company (Delco) and soon after developed the automobile self-starter. He and his partner began with twelve employees, increasing this number to twelve hundred during the second year. After seven years they sold the company for nine million dollars.

Success followed success. During World War I, Kettering developed the first high octane aviation gasoline and pilotless bombing plane. At the end of the war, he became head of General Motors' central research laboratory to which he devoted twenty-seven years of his productive career. Here he fostered and guided the development of many things, including "Ethyl" gasoline, better and more efficient automobile engines, altogether new finishes for cars, and the new type diesel engine which, among its many applications, has changed completely the powering of railroads.

Kettering's wide interests have led him to support many educational and scientific institutions. Today, he continues to contribute personally and financially to research on solar energy, the small airplane, and cancer.

BROOKS, E. M. The Growth of a Nation. New York 10: E. P. Dutton and Company. 1956. 320 pp. (7½" x 10"). \$5.95. This book is intended to another to some answers to many questions raised by foreign people and Americans provide some answers to many questions raised by foreign people and Americans about the social and economic development of the United States of America. This book is a straightforward, easily understood, and entertaining presentation of a country and its peoples as they built a united nation from a primitive wilderness.

More than three hundred pictures and nearly fifty thousand words of text highlight significant events and personalities during this growth of America from a cluster of provincial, agricultural colonies to a modern, industrialized nation. Unusual and striking pictures representing every section of the country are synchronized with crisp, factual narrative.

BUCKLEY, DAVID. Pride of Innocence. New York 17: Henry Holt and Company. 1957. 346 pp. \$3.95. The scene is Germany, 1945, just after the arac's end; the characters, a group of American soldiers in the occupation force. War's end; the characters on a soldier named Dunne, and is presented through the eyes The story centers on a soldier named Dunne, and unwillingly becomes involved in the of Ray Burton, who serves with Dunne and unwillingly becomes involved in the consequences of Dunne's actions.

Dunne is eighteen when he arrives at the post. Unlike most of the men, he has never served in combat and is new to the ritual of army life. It is a ritual to which he does not easily adjust. His impetuous involvement with two German girls; his gradual corruption as he pursues experience, his final and desperate gesture as he attempts to reclaim his innocence—these are the crucial desperate gesture as he attempts to reclaim his innocence—these are the crucial stages of Dunne's life. By reliving Dunne's artless pursuit of experience, Ray stages of Dunne's life. By reliving Dunne's artless pursuit of experience, Ray stages of Dunne's his own sense of guilt and discovers that "men are wise in Proportion, not to their experience, but to their capacity for experience."

CANFIELD, DOROTHY. A Harvest of Stories. New York 17: Harcourt, Brace and Company. 1956. 382 pp. \$5. This volume brings together twenty-eight of the best of the author's short stories written over a half century. Two of them are new, and the others, selected from her eight volumes of short stories, have been completely revised.

For all of the stories, the author has drawn upon her own deeply human experiences and her love and understanding of her fellowmen. The reader will find stories of her beloved Vermont, where she joins her neighbors in the day-by-day struggle with community living; of wartime France, where she was active in relief work during World War I; of the Basque country, where she lived for a year; and of ordinary men, women, and children in everyday family life.

Several stories have appeared in the annual Best American Short Stories, and "The Knot-hole" and "Sex Education" received O. Henry Memorial Awards. "What My Mother Taught Me" has not been published before, and "The Washed Window" has had magazine publication only. Also included are such favorites as "The Murder on Jefferson Street," "The Apprentice," and others that have stood the test of time.

CHENEY, N. E. Pippity, Poppity Popcorn. New York 1: Vantage Press. 1956. 77 pp. \$2. Jean and Jimmy and their playmates—particularly that spectacular character, Tommy—are delightful children. At the circus, at the zoo, in the fields, at parties, at Christmas time, and at their grandparents' house in the country they have fun. Meanwhile they learn all manner of important things, such as how popcorn grows, why little wild birds like suet to eat in the winter, and many fascinating facts about things like peanuts that grow on the farm.

CLARKE, A. C. Tales From the White Hart. New York 3: Ballantine Books. 1957. 159 pp. 35c. The book includes eleven fiction and five nonfiction stories written between 1953 and 1956 in diverse spots on the globe—what are called "tale" science-fiction stories.

COLBY, C. B. Six-Shooter. New York 16: Coward-McCann, 210 Madison Ave. 1956. 48 pp. \$2. American handguns of all types are presented, starting with famous historical weapons and their part in the settling of the West and ending with a roundup of new and important weapons, from the smallest .22 caliber "plinking" and target handguns to a powerful Magnum caliber weapon, modeled on the old single-action six-shooter of frontier days. The growth of the handgun is described—from a weapon that looked like a miniature cannon to the modern revolver and automatic pistol. The FBI Special Agent's lightning-fast draw is shown, along with gun belts, holsters, and the lawmen who wear them in the defense of life and property. This book provides a fascinating ingunsmith.

COOMBS, CHARLES. Treasure Under Coyote Hill. Philadelphia 7: Westminster Press. 1956. 191 pp. \$2.75. Brick Evans knows Eddie Winston well enough to be sure that when Eddie has a scheme in mind it's likely to cause fireworks. But he can't resist going along when Eddie invites him on a venture with a second-hand Geiger counter.

It's a good way to spend a summer vacation, prospecting for uranium. Eddie and Brick and their friend, Jane Kelton, never expect to hit pay dirt their first afternoon out, however. When the town of Riverdale hears about it, every-

thing breaks at once. Geiger counters go like hot cakes and the roads are thick with prospectors rushing to the hills outside of town.

But to everyone's dismay and indignation, two strangers have beaten them to the punch. Surrounding the claim staked out by Eddie, Brick, and Jane, they have laid out a ring of legal claims completely cutting out the citizens of the town. Then the fireworks begin. How the strangers propose to change the anger of the townspeople to enthusiasm, and how Brick and Eddie and Jane stumble on another angle to the uranium fever and initiate a bold underground

attack on the situation is part of this exciting story.

COSTAIN, T. B., and JOHN BEECROFT, editors. Stories To Remember. Garden City, New York: Doubleday and Company. 1956. Vol. I, 515 pp.; Vol II, 510 pp. \$7.50 (2 vols.) These well-beloved writings were chosen for their originality and readability and for the reputations they have built for themselves and their authors. Among them are a number of discoveries—stories you have probably never read because they have been out of print for many years. Each volume includes six complete novels and 33 stories. Mr. Costain says of the collection: "These are vintage stories, in our esteem, and we are convinced that those who read them will carry them in their memories with the same fondness and admiration that the editors have felt."

DEUEL, LEO, editor. The Teacher's Treasure Chest. Englewood Cliffs, New Jersey. Prentice-Hall, Inc. 1956. 384 pp. \$4.95. Here are nearly seventy brilliantly varied stories, essays, anecdotes, and poems assembled from the choicest writings about the company of educated men and women. Out of them emerges a composite, happy picture of those who teach and those who learn—with their quirks, their integrity, their humor, wisdom, and understanding.

You may want to begin with Mary Ellen Chase's warm, amusing recollections of "My First Experience Teaching," or perhaps with Heywood Broun's whimsical satire on American colleges in a medieval setting, "The Fifty-first Dragon," where cigarettes and jousting lances, school spirit and diplomas in Dragon Slaying are drolly juxtaposed.

On the more serious side, there's Gilbert Highet's "Good Teachers and Bad Pupils" or Helen Keller's inspiring tribute to Anne Sullivan Macy, "Teacher." Irwin Edman contributes a thoughtful discussion of "First Lesson," and William James is represented by the stimulating "The Ph.D. Octopus."

The short stories range from Shirley Jackson's portrait of an imaginative kindergarten student in "Charles" to Jesse Stuart's "The Thread That Runs So True," a sympathetic account of a New York girl at a small Kentucky college. James Thurber's "Man with a Pipe" will provide you with many a chuckle, as will Stephen Vincent Benet's witty "The Professor's Punch." Such light versifiers as Ogden Nash and Phyllis McGinley will contribute further to your relaxation.

DE WOHL, LOUIS. The Last Crusader. Philadelphia 5; J. B. Lippincott Company. 1956. 448 pp. \$3.95. Don Juan of Austria, one of history's most triumphant and inspiring heroes, is reborn in this novel. Because of the circumstances of his birth, this last son of Emperor Charles the Fifth spent his childhood in a Spanish peasant's hut. Acknowledged by King Philip as his half-brother, the attractive youth quickly became a central figure in a court where intrigues and romances abounded. Don Juan's intelligence, kindness, and devout attachment to the Church enabled him to live unscathed—or nearly so—in an environment of luxury, violence, and treachery.

The author paints in brilliant colors scenes at the Court of King Philip, Juan's campaign against the barbaric Moriscos in Andalusia and the climatic victory at Lepanto where he saved the Christian world from Islamic dominance. This book abounds in vivid scenes and characters. Who can forget the sadistic nature of the Prince of Asturias, the spirituality of Fray Juan de Calahorra, the scheming of beautiful Princess Ana of Eboli, the barbaric siege of Malta, or Emperor Charles the Fifth waiting for death in his stygian throne room?

DUCKETT, E. S. Alfred the Great: The King and His England. Chicago 37: University of Chicago Press. 1956. 240 pp. \$3.75. In 871, Alfred—the fifth son of Ethelwulf-became king of the West Saxons. By the time of his death in 899, he was recognized as sovereign of all England, had brought a halt to the Danish invasions of the island-invasions that represented the chief problem of his reign-and had made England secure and ready for the historic journey that was to lead to the establishment of an empire. Fittingly, history has given to Alfred, and to Alfred alone among the British kings, the epithet of "the Great"-for in the twenty-eight years of his reign, Alfred demonstrated, in the face of the crises of his time, the full measure of greatness both in war and in peace.

War came unasked but inevitably to Alfred and his country. Even as a boy when his brother Ethelred I was on the Wessex throne, Alfred had gone to fight the Viking invaders who charged across the northern seas to plunder English coastal towns. Later, when he was king himself, Alfred fought the Danes at Wilton and at Edington. And finally, when he found himself shut up in the marshes of the West country while the conquering enemy occupied the rest of the island, Alfred gathered his forces and courageously marched out against the Danes in a successful struggle that resulted in peace and conversion of the Danes to the Christian faith.

Not only in war, however, did Alfred spend his talents and energies. He was also a man of peace; and, as the first king of the entire island, he sought to bring organization to his country. He gave the people laws, promoted education by studying Latin and translating Latin classics into English vernacular, brought famous intellects of the day to the court in Wessex, and traveledto France and to Italy—to broaden his perspective in order that he might serve England better.

Indeed, the entire story of Alfred is a story of devotion, for Alfred saw his kingship as a duty; and he fulfilled that duty-whether on the battlefield or in

his own attempts at justice and culture—as completely as possible.

In simple language, Professor Duckett gives us both the facts and the legends of Alfred's life and reviews the considerations of history about him, the opinions men have held about him from his own time to the present. Showing him as a young boy, as a youth called to war, as a student struggling with his studies, as a craftsman and inventor at his carpenter's bench, and as a man of meditation at his prayers, she takes us into the very personality of Alfred. And in so doing, Professor Duckett paints for us the trials and tribulations of the ninth century itself—the background against which Alfred played his various roles upon the stage of English history.

EPSTEIN, SAMUEL and BERYL. The Andrews Raid. New York 16: Coward-McCann, Inc. 1956. 253 pp. \$2.95. History and high adventure are one in this true story of the daring theft of the Confederate locomotive General. A group of Union raiders, most of them young men in their early twenties, penetrated nearly a hundred miles of enemy territory and kidnapped the General in plain view of a camp of Confederate soldiers.

The leader of the raid, James Andrews, was a blockade runner for the South and a valuable spy in Lincoln's service. He knew that the General could be seized at Big Shanty, one of the first stops on its route north from Atlanta to Chattanooga. Then as Union soldiers marched south at top speed, the raiders would bring the captured train north to meet them, destroying key bridges and sections of track on the way. But no one ahead must realize that the train was in Yankee hands. There was only one track on the Western and Atlantic Railway, and to keep it clear, the raiders had to follow the regular schedule of the General. This gave the Southerners a fighting chance and led to the most exciting chase in railway history.

FRANKLIN, J. H. The Militant South. Cambridge 38, Massachusetts: The Harvard University Press, 44 Francis Avenue. 1956. 333 pp. \$5. The decades preceding the Civil War saw the development of several strands of this militant tradition in the South: the defenses which the Southern planters saw fit to erect to protect the institution of slavery; the Indian threat; the heightened devotion to "manifest destiny," which made thousands of young Southerners throw themselves into hot-headed expeditions to Cuba and Nicaragua in a wave of buccaneering; the prevalence of dueling; the growth of military schools and of local militia organizations; and, underlying many of these symptoms, a wide-spread conviction among Southerners that their region, with its neo-feudal social system, had a unique mission to perform in America that the meddling North was trying to prevent.

FERGUSON, J. H., and D. E. McHENRY. The American System of Government. New York 36: McGraw-Hill Book Company. 1956. 771 pp. (7" x 10"). \$6.75. Containing all the facts the reader will need for a well-rounded background in American government, this book was written by two authors who have had extensive experience in teaching, university administration, writing in specialized fields, travel, politics, and public affairs. The book opens with the historical materials essential for an understanding of the roots of American government. Subsequent chapters include: an explanation of the fundamental principles of the American constitutional system and methods of growth or change; a discussion of the general aspects of American government; a detailed examination of national institutions; and a discussion of national powers and functions.

The chapters on state and local governments take into consideration their constitutions and charters, legislative bodies, executives, and selected functions and problems. A special effort is made to mention significant state and local and problems. A special effort is made to mention significant state and local and problems. The discussions are studies in lists of references that follow the chapters. The discussions are modified to take into account the changing composition of Congress; important modified to take into account the changing composition of Congress; important studies like those made by the Second Hoover Commission, the President's Commission on Immigration and Naturalization, and the Commission on Intergovernmental Relations; new policies of the Eisenhower administration; new decientmental Relations; new policies of the Eisenhower administration; new decience of the Supreme Court; new points of view developed by scholars in shooks and professional journals; and significant developments in state, municipal, and other local governments.

Two innovations are the inclusions of a group of photographs at the beginning of each part and the list of review questions at the end of each chapter. All charts and illustrations are revised and new ones added. New materials are included on the following topics: anti-subversive measures, wet-

backs, desegregation, military justice, reciprocal tariffs, the proposed Bricker amendment, river valley developments, the St. Lawrence seaway, the new governments of Puerto Rico and the Virgin Islands, and Federal aids to education, health, and welfare. A correlated workbook prepared by William V. Holloway and Emile B. Ader is available to accompany the text.

FOLEY, MARTHA, editor. The Best American Short Stories of 1956. Boston 7: Houghton Mifflin Company. 1956. 382 pp. \$4. In this collection are some well-known names—Shirley Jackson, William Goyen, Flannery O'Connor, Christine Weston—and some not so well known, but each story has individual distinction and human understanding. "Good fiction should, and does, illuminate life. No one can read this collection of good short stories without increasing his understanding of life," said the Christian Science Monitor of a former collection.

This is the forty-first anniversary of the appearance of the first volume of The Best American Short Stories. Throughout those forty-one years, the series has maintained the highest literary standards and has become more and more widely known and admired. Every reader who enjoys good fiction, as well as every devotee of the short story form, will certainly want this new collection.

FRANK WOLFGANG, and BERNHARD ROGGE. The German Raider Atlantis. New York 3: Ballantine Books. 1957. 160 pp. Paperbound, 35c: hardbound, \$3. The war-time record of Germany's deadliest raider, the Atlantis, as told by her captain.

FRIENDLICH, DICK. Clean Up Hitter. Philadelphia 7: Westminster Press. 1956. 176 pp. \$2.75. Clay Norris has come a long way in baseball for a nineteen-year-old, fresh out of high school. Attracting the attention of a scout for his long-ball hitting, he is signed immediately after graduation to play the remainder of the season with a Class D team. His slugging wins games and brings him a large following of fans. Clay's big chance comes when he is sent to the spring training camp of a Class AAA team, the Easton Flyers. This is quite a jump for a rookie after only a half season, but Clay is confident that his long-ball hitting will keep him in the league.

The Easton manager, Brick Berry, sees flaws in Clay's batting style, however, which convince him that Clay won't continue to break down fences in fast company. His suggestions to change Clay's style fall on deaf ears. Clay doesn't want to change. Furthermore, he feels it is the home-run hitter who brings the crowd and draws the big salary. Clay clings doggedly to his conviction that he is a long-ball hitter and finds himself in trouble until a near disaster brings him to his senses. First by necessity and eventually by understanding, Clay discovers what is required of a baseball player—that he play to win for the team, not for his own individual glory.

GAER, JOSEPH, and C. C. McCOWN. The Bible for Family Reading. Boston 6: Little, Brown and Company. 1956. 778 pp. \$7.50. The purpose of this book is to make the riches of the Bible easily available to the modern reader, to achieve an edition that can be read aloud with facility and can be readily understood by the entire family. It is not intended to supplant any of the standard versions, but rather it is designed to supplement them, to encourage the reader to enjoy the Bible, which is indeed the world's most wonderful book.

This book follows the well-loved King James Version, with the Old Testament prepared by Joseph Gaer, author of The Lore of the Old Testament, The Lore of the New Testament, and How the Great Religions Began, and the New Testa-

ment prepared by Joseph Gaer and Dr. Chester C. McCown, Dean Emeritus of the Pacific School of Religion.

Bible events have been placed in their historical sequence, and confusion and repetition eliminated. The old laws are separated from the body of the text and obsolete words are retranslated. The chapters, with new descriptive headings, are divided according to their actual contents, and a modern continuous reading style replaces the system of two column verses, which is often difficult to read.

The books and the parts in each book appear in logical and comprehensive sequence. Each book has an introduction that places it in relation to the others and summarizes its contents. Every chapter is accounted for, and any material omitted is summarized in the notes in the back of the volume. These have been eliminated for easier family reading: 38,000 verse numbers; 15,000 "ands" not intended as connectives; all the redundancies in the identification of persons and families (including the "begats"); the genealogies; listings of various kinds; and all duplications of material.

GALLANT, R. A. Exploring the Universe. Garden City: Garden City Books. 1956. 64 pp. (9" x 12½"). \$2. This book tells you the various answers men have given to many questions about the Universe. The Chinese for example, 4,000 years ago, believed that the sun was forever in danger of being eaten by dragons which would sweep down out of space and attack it, unless driven away by the noise of shouting and beating of drums and gongs. Not until 1530 was Copernicus able to give, for the first time, a truely scientific explanation of the movements of the planets. Since then, man's understanding of the heavens has taken giant strides. In recent years, astronomers such as Hubble, Gamow, and Hoyle have produced theories so strange and exciting that they are almost unimaginable. Here are true facts as thrilling as science fiction, that will set the imagination soaring.

GIRVAN, HELEN. Blue Treasure. New York 36: Teen Age Book Club. 1957. 288 pp. 35c. Here is a mystery story, including an artistic, resourceful boy, a strange will, a long-lost painting, a charming, seemingly peaceful house in Bermuda, two snoopy strangers, an underwater cave, and a tropical hurricane.

GORST, F. J., and BETH ANDREWS. Of Carriages and Kings. New York 16: Thomas Y. Crowell Company. 1956. 282 pp. \$4. The golden Edwardian era of pomp and pageantry is recalled in this charming memoir by a man who was a royal footman in those days of elegance and splendor. Frederick John Gorst, who is now seventy-five years old and long a resident of the United States, is perhaps one of the few people alive today who was working in the great English houses around the turn of the century. Beginning as a young lad, he rose by steps from page boy in a theological seminary to the estate of a country squire, then to the elegant Georgian mansion of the two eccentric nephews of Gladstone; he became personal footman to the Duke and Duchess of Portland. He even served, on several occasions, at Buckingham Palace itself.

The scale of living of the time is almost incredible to read about today. Sevencentury-old Welbeck Abbey, the country home of the Duke and Duchess, was like a principality. On the hundred-thousand park-like acres were orangeries, vineries, stables, conservatories, three lakes, and an eighteen-hole golf course. Hundreds of people lived and worked on the grounds. At the famous annual Christmas ball for staff and pensioners, thirteen hundred guests were easily accommodated in the palatial rooms. There is an almost fairy-tale quality to

Mr. Gorst's account of the bygone kings and queens and lords and ladies whom he saw daily during his years of service, the priceless jewels and silver and gold, the beautiful gowns, elaborate liveries, fabulous foods and wines.

Guide to Successful Homemaking. New York 19: Good Housekeeping Book Division, 250 West 55th St. 1956. 320 pp. (8½" x 11"). \$5.95, to schools, \$4.45. This revised edition, compiled by Good Housekeeping editors, is packed with illustrated, time-saving methods and money-saving ideas. Here is massed in one big, illustrated volume information that will aid in making the home more beautiful and more easily managed than before. Here are fascinating ideas on furnishing and decorating, on kitchen lay-out and equipment, on laundering and dry-cleaning, on buying wisely, on making attractive table settings, on forming beautiful flower arrangements, on growing house plants, on sewing and needlework, on money-saving household repairs, on removing stains, on making the home safe, and on many, many other time and money-saving ideas. It covers all phases of homemaking as reflected in the needs, tastes, and income of the typical American family. It also contains a 4-page index.

HAHN, EMILY. Diamond. Garden City: Doubleday and Company. 1956. 314 pp. \$3.95 It was the Cullinan, the biggest diamond in the world—3024 % carats. Of all the earth's treasures, none has taken so firm a hold on man's imagination as the diamond, with its vivid, cold, silvery gleam. In these pages, Emily Hahn tells the story of what diamonds are, where they are, who found them, and what they are worth.

Men have had to fight nature herself for the gems. Some of the fighters have been big men—millionaires like Rhodes, Barnato, Oppenheimer; many have been little men—nameless, numberless—diggers, smugglers, speculators. All have contributed to a fantastic record of innocent indifference and sharp intelligence.

Here are authoritative chapters on the cutting of diamonds, on the complex business of marketing—complex chiefly because so much depends on that strange human attribute called honor. Miss Hahn discusses the famous diamonds of the world, the submerged panic following the creation of the first artificial diamond, the undeveloped threat of new diamond fields. This is an illuminating chronicle of a passionate quest, as brilliant and compelling as the gems it describes.

HANSEN, HARRY, editor. The World Almanac and Book of Facts. New York 15: New York World-Telegram and The Sun, 125 Barclay St. 1957. 896 pp. Paper, \$1.25; postpaid, \$1.35; Cloth, \$2.; postpaid \$2.10. Foreign and domestic events that will affect the welfare of the United States for many years to come are nominated as top news of 1956 by the World Almanac and Book of Facts for 1957. Ahead of all other actions, the Almanac puts the military intervention of Great Britain and France to obtain control of the Suez Canal, which split the Western Allies, united the Arab world, brought the Soviet armed might into the Middle East, and failed to help Israel or curb Egypt. Next in importance the World Almanac names the crushing of the Hungarian revolt by the forces of the Soviet Union, proving that Russianization is more important to the Kremlin than a peaceful world in which freedom and justice prevail.

Election results in the United States, the use of atomic energy for civil and military purposes, and the results of desegregation also are among the top events described. To its long record of reporting political campaigns, the Almanac adds coverage of the 1956 national and state contests from official

sources, the issues raised in party platforms and documents and a historical review of past Presidents and administrations.

The impact of international events on the United States is also reviewed, including the results of the down-grading of Stalin, Moscow's forgiveness of Tito's independent stand, the resurgence of the Polish national spirit, and the repudiation of Stalin's hatchet men in satellite countries. It also publishes the essential documents in the Suez Canal dispute and describes the push of the Soviet Union into the Near East by sending arms and technicians, and the effect on the security of Western Europe and the United States.

Largest space in the new edition is given to its chronicle of American life. To reflect the unexampled prosperity and high earnings of the American people, it reports comprehensively on manufacturing, shipping, the spread of civil aviation, the contracts for civil use of atomic energy, the new projects to harness flood waters and restore eroded lands, the benefits won by trade unions through peaceful negotiations, and the economic state of the nation as reflected in the consumers' price index.

Before this decade the only official reports of population growth were compiled by the government at 10-year intervals. Today the Bureau of the Census makes special counts that enable the Almanac to report latest changes in population almost up to press-time. There are many new figures, the most arresting of which shows that Los Angeles has officially passed Philadelphia and is now the third largest city in the nation.

A new section is devoted to an analysis of the new laws extending the benefits of Social Security insurance. This is a guide to the payments available to women at 62, the extension of protection to the Armed Forces and many new categories of earners, and the new insurance available for disability.

The wide interest in celestial phenomena, spurred by the theories of earth satellites and space ships, has led the editors of the Almanac to augment the section on Astronomy. Information on how to study the stars and the weather, and what eclipses to expect, continues the information that has been traditional for almanacs since the days of Ben Franklin's Poor Richard.

The Almanac continues its comprehensive reports of sports events, one of its most popular features. The famous World Series, with the exceptional performance of Don Larsen and other players, and records of teams in the major leagues, are reported. As usual there are tables on results in all important categories of sport, including racing, track, football, basketball, bowling, and other contests, including international events.

The World Almanac annually reports the scientific events of the year, and its section on medicine lists the newest developments in fighting disease. It features mountaineering and exploration. One of its most useful sections gives religious information, including news of churches and memberships, tables of feast and fast days, headquarters of denominations and names of church dignitaries. Holidays, postal rules, the educational roster, and surveys of cultural activities, such as opera, theater, and films indicate the comprehensive coverage of the 1957 book.

HAWKES, H. E.; W. A. LUBY: and F. C. TOUTON. Second Year Algebra. Boston 17: Ginn and Company. 1956. 544 pp. \$3.16. In this new edition of second-year algebra, intermediate and advanced course, changes have been made in the latter part of the book to make it useful to classes studying advanced topics. In particular, there are additional exercises on progressions and probability, more work on the theory of equations, a brief chapter on

inequalities, and a set of miscellaneous multiple-choice questions. The needs of students preparing for College Entrance Board examinations have been kept in mind.

The text includes two chapters which present an introduction to analytic geometry and the calculus. Any teacher who has the opportunity to do additional work with abler students will welcome the short but vital presentation of these chapters. Emphasis is laid on applications in the hope that, when a student realizes the tremendous power of the calculus, he will be stimulated to pursue the subject further.

Second-year algebra should begin with a systematic review of the first year's work. Yet third-semester algebra must not be devoted wholly to that review. As soon as possible the student should reach the topics beyond quadratics. To meet this desired end, the review here given is largely on technical drill, with the verbal problems only where they are directly pertinent. In order to make the review as fresh and inviting as possible, a consistent effort has been made to include some new material in each chapter. This is, of course, imperative in the chapters on radicals, exponents, and quadratics, since the work in these topics in first-year algebra is merely introductory.

Unity of presentation in the various chapters is adhered to closely. An example of this unity is found in Chapter IV, on linear equations in one unknown. The coefficients in such equations may be integers, decimals, or literal numbers. Further, the equations may or may not involve fractions. Moreover, formulas are here included. Since all these related topics are placed immediately after fractions, they can be treated in one chapter.

In connection with all the material that is not distinctly review, there are numerous historical notes which will be interesting to both teachers and students. They explain in simple language something of the development of algebra through the ages and its real importance in the affairs of today.

As in the author's previous books, much emphasis is given to easy oral exercises, which are an excellent means of developing skill in technical manipulation, of clarifying essential principles, and of preparing for the solution of problems. All the exercises and problems, both oral and written, have been carefully graded.

The convenient group of additional exercises and problems provided at the end of the book is repeated from the smaller edition. The material is grouped according to the chapters to which it applies. Brief but comprehensive summaries are provided at the ends of chapters. Each is followed by review questions based on the work of the chapter. Thus at the end of a unit of work, the student is enabled to test his mastery of the processes and concepts he has been studying.

HOLLANDS, D. J. Able Company. Boston 7: Houghton Mifflin Company. 1956. 498 pp. \$4.50. This is a novel of the Korean war—the story of youngsters of eighteen who fought a war they never understood—or wanted to understand—in a country they had scarcely heard of, under conditions desperate enough to break the toughest spirit. Peter Blake was still a pink-cheeked, gangling, rather lazy English schoolboy when he emerged from officers' training school, confidently expecting to get some soft, peacetime job in Europe or even in England. To his amazement and horror, the assignment was to Korea, where one of the most sordid and bloody wars of history ground on with no end in view. Within a few weeks Blake found himself leading a platoon into the Chinese lines, with men's lives depending on his courage and

judgment, shouldering responsibilities that might have appalled a man twice his years.

To the infantry the winter war in Korea was a frozen hell, in which endless night patrols in no-man's-land kept nerves at the breaking point, and the weather was as great an enemy as the Communists. But it was nothing to the final terrible summer days when the Chinese hordes, well armed and apparently limitless, broke through from the north, when casualties on a single operation were fifty per cent, and a man's only concern was to stay alive for another few hours.

The members of Able Company were a mixed and generally unpromising lot; men who hated fighting and tried to avoid it, and few who enjoyed and exploited it; brave men and cowards; veteran sergeant-majors with wives and children at home to live for, privates who were scarcely more than children themselves. Blake's bete noire was Major Lawrence, of the regular army, an aging bachelor who had gone to seed in Africa and was trying desperately to rehabilitate himself in the eyes of his superiors, even at the expense of his own men in battle.

HOLMES, H. N. Out of the Test Tube, the Story of Chemistry, 5th edition, revised and expanded. New York 11: Emerson Books. 1957. 313 pp. \$4.50. This book tells the fascinating story of chemistry and the far-reaching influence of this science on modern life—on national defense, on our food, our health, our habits, our jobs, our environments, our destinies. Beginning with the pioneers of the sciences and our earliest knowledge of chemistry, the book moves into the engrossing story of the modern laboratory and its importance today in industry and in other domains. A thousand astonishing facts leap out of its pages concerning rubber, radium, yeast, chemical dyes, petroleum, coal, the soil, the air, alcohol, sugar, steel, insects, cellophane, silk, rayon, nylon, fats, medicine, various rays, transportation, air-conditioning, glass nutrition, vitamins, farming, hormones, aluminum, aviation, bacteriology, antibiotics, solar energy, fertilizer, photosynthesis, atomic power, atom bombs, hydrogen bombs, etc., etc. Thrilling stories from the lives of famous chemists also enliven these pages.

HORGAN, PAUL. The Centuries of Santa Fe. New York 10: E. P. Dutton and Company. 1956. 381 pp. \$5. Here is the living history of a unique city as recreated by one of America's most interesting historians and most distinguished novelists. It is the chronicle of three stirring centuries of social change, from the days when Santa Fe was Spain's northernmost capital in the New

World to the present.

The events—violent, colorful, touching—of the full chronicle come alive as we can see them through the eyes of ten generations. Each of these is represented by a typical citizen—a composite character who reflects for us each time the

central experience of his period.

So, the young Spanish Royal notary took part in the opening of the drama when he came to the new town, founded in 1610. Through the eyes of the Franciscan Father President we see the early battle between Church and state over the soul and body of the Indian. We endure with the royal governor's standard bearer the revolt of the Pueblo Indians and the temporary abandonment of Santa Fe in 1680. Through an alderman of Santa Fe we observe the recapture of the city by the grand captain—General de Vargas and subsequent struggles of the royal government in the seventeenth century to survive internal civil rivalries and Apache raids. In the long lifetime of the Matriarch,

we enter into the bittersweet domestic life of colonial Spain during the eighteenth century.

HUNTER, EDWARD. Brainwashing, the Story of Men Who Defied It. New York 3: Farrar, Straus and Cudahy. 1956. 316 pp. \$3.75. Brainwashing is modern witchcraft. This book is an exhaustive and popularly written story of how brainwashing came about and of how it can be beaten. For the first time, details are given of Pavlov's true role and the Reds' use of his work. A leading American psychiatrist, Dr. Leon Freedom, explains the danger of national neuroses, how whole populations are rendered mentally unbalanced by the Reds.

A number of chapters give the personal experiences of the brainwashed: soldiers from Korea, civilians from China. The author traced the people he interviewed all over the world from Singapore to Arizona. We see the Negro POW, often heroic and unconquerable. We see how belief, in God and in the brotherhood of man, can survive physical and mental torture.

For the first time in any book, a clear picture is given of the brainwashing pattern as it is revealed out of the impressions of the men who experience it. Whereas books on the subject hitherto have been uniformly discouraging, providing no way out, this book reveals the pattern of how brainwashing can be licked—the pattern that developed out of the actions of those who resisted successfully.

HUXLEY, JULIAN, and W. SUSCHITZKY. Kingdom of the Beasts. New York 17: Vanguard Press. 1956. 159 pp. (8½" x 12"). \$12.50. Man's closest relatives among the variety of living things are the other mammals that inhabit our world. Here is one of the most impressive books ever to be produced on the animal kingdom. Julian Huxley, not only a brilliant, world-famous zoologist but a charming raconteur, tells the story of the animal world in such refreshing, pertinent prose and informative notes that the reader will respond to the great dignity of that world with new pleasure and fresh wonder. Mr. Huxley starts by making clear what a mammal is and goes on to describe the special characteristics of the class in such an inviting and informal style that knowledge becomes sheer enjoyment.

Mr. Suschitzky has been interested in animals from early childhood, and especially in the individual nature of each creature. In his photographs—now justly famous—he has always sought to catch the essential characteristic of each animal—a factor that makes this gallery of animal portraits a unique and appealing survey of the animal kingdom. In over 175 gravure pictures, three in full color, Mr. Suschitzky has captured all the many facets of that world, from the regal lion to the endearing koala bear, from the Arctic fox to the guanaco. In addition, he has written an invaluable chapter on the exhilarating art of photographing animals.

JESSUP, DONALD. The Wonderful World of Archaeology. Garden City, New York 22: Garden City Books. 1956. 70 pp. (9¼" x 12½"). \$2.95. Here is the exciting and romantic story of the world's most baffling jig-saw puzzle and how archaeologists have solved parts of it bit by bit. Archaeology combines the sweep of man's history from earliest times, the mystery of evidence left by cultures and peoples who have disappeared, the sheer excitement of exploration into temples and tombs and cities of long ago. From Mayan pyramids to Sumerian vases, Viking long ships to Indian arrowheads, each piece adds to our knowledge of man's long march to civilization. Archaeologists go into the jungles and deserts, beneath the sea, and into the most modern

laboratories to piece the evidence together and solve the mystery of man's past.

The author, a practical excavator who writes with enthusiasm and expert knowledge, tells clearly and simply how people of all ages have tackled this problem, from the amateur collectors of Ur to the highly-trained scientist, with his radio-carbon dating, of our own time. He shows the connection between

atomic science and the ice age, the invention of the aqualung, the wine trade of ancient Greece, air photography, and buried Roman villas. Over 250 full-color paintings, maps, pictographs, and diagrams add drama and clarity to the

text.

KEATING, L. A. Kid Brother. Philadelphia 7: Westminster Press. 1956. 188 pp. \$2.75. Being an active member of the junior class in high school keeps a fellow on his toes. But Tom Bentley has an extra load to carry—more than he can handle. "Suppose you intend to be another Deke, eh?" he hears from all sides. Deke, eight years older than his brother, has become a legend at Lamar High. Teachers remember him as a straight "A" student; coaches and alumni call him the school's greatest athlete; students and townsfolk know Deke as a "comer" in minor league baseball. Everyone seems to expect Tom to equal him.

But Tom, not being another Deke, draws boos in the ball game with Decatur, and afterward loses the election as next year's baseball captain. Tom's worry over mounting pressure causes him to flunk two subjects, but the final blow comes when his father makes Tom accompany him to Indianapolis to watch Deke in action. Deke is almost a stranger to his younger brother, and upon meeting, Tom growls: "You never did anything wrong. I'm sick of hearing about you!" His senior year presents Tom with greater problems than he faced as a junior, but he gradually finds ways to cope with them . . . with surprising results.

KOIVISTO, W. A. Principles and Problems of Modern Economics. New York 16: John Wiley and Sons. 1956. 858 pp. The major aim of this book is to help you to think logically and systematically about economics. On the one hand, it deals with traditional principles and problems; on the other, it

introduces you to the elements of modern economic theory.

The author has organized this work around three major economic problems: instability, inefficiency, and inequality. Each of these problems is given equal emphasis; each is approached initially from the point of view of its historical background. With Adam Smith, for example, comparative advantage and the division of labor are presented. Ricardo, Hobson, and Mill introduce you to the problem of distribution. The concepts of boom and bust are treated via the works of Malthus, Marx, Hobson, and Keynes.

This book explores economic ideas and economic terminology gradually. A clear, common-sense description of the situation under consideration is given first. The phenomenon is then described in the language economists use. Finally, the idea is spelled out—and firmly fixed in your mind—by the use of a

numerical example and/or a diagram.

This book is not unlike a carefully plotted novel. It has a story line. Each idea, each problem discussion, builds on what has been learned previously. This produces a better retention of ideas and gives the work a desirable sense of continuity.

LAIRD, HELENE and CHARLTON. The Tree of Language. Cleveland 2: World Publishing Company. 1956. 235 pp. \$3.50. This book provides a stimulating introduction to the origins of language, the beginnings of writing, the making of an alphabet. Digging into the past uncovers more than just the

origins of words. There are many influences that cause the changes and additions which keep our language alive and growing. History, geography, explorations, discoveries in all fields—these contribute to the development and enrichment of language. The stories of words and their histories which are part of this informative volume demonstrate this. In over one hundred main stories almost as many related words are discussed, too. The authors' writing and scholarship introduce young readers to the wonders of language, the key to knowledge. Their approach to a complex subject imparts their own enthusiasm for words and language, and it is echoed in Ervine Metzl's delightful sketches. The inclusion of a complete index increases the reference value of this book.

LAROM, H. V. Mountain Pony and the Pinto Colt. New York 36: Teen Age Book Club. 1957. 224 pp. 25c. This is a story about mysterious rustling in the Wyoming Rockies.

LENNES, N. J.; J. W. MAUCKER; and J. J. KINSELLA. A First Course in Algebra. New York 11: The Macmillan Company. 1957. 576 pp. \$3.48. This third revision of the book not only retains what the past experience of teachers has shown to be good, but also reflects certain desirable changes indicated by current thinking and research in the teaching and learning of mathematics. In addition to the basic material carried over from the earlier editions, this book continues to make definite provision for different levels of ability through the use of A, B, and C groups of exercises. The A exercises and activities constitute a minimum course. The B activities are somewhat more advanced. The C activities are for gifted students.

Both chapter and cumulative reviews are included to provide practice in skills, material for additional simple practice has also been made available, and supplementary material is provided. The plan of using "target" material at the beginning and end of each chapter has been continued.

There is greater emphasis on developing understanding before undertaking practice and drill. Research has shown that learning based on understanding is retained longer and applied to new situations more successfully than learning based on drill with little emphasis on understanding. In this edition, greater use is made of arithmetic to introduce and develop algebraic concepts and operations. Discovery of relationships is sought; sheer "telling" is less frequent.

There is an increase in the number of review exercises designed to help the student to relate and coordinate previous learning; there are fewer review exercises involving only the repetition of isolated items. Modern learning theory demands experiences in integrating or organizing what has been learned; there must be practice in perceiving and relating as well as in doing. The cumulative reviews at the ends of chapters help to provide experiences in relating as well as in re-doing.

More provision has been made for the superior student. Thoughtful teachers and leading educators and laymen have been much concerned of late with the neglect of the superior and talented in mathematics and science, especially at the secondary-school level. In this new edition a serious attempt has been made to make the C exercises extensions of what is being studied rather than repetitions of more laborious computations and manipulations. The enrichment section which has been added to each chapter also contains material that should give more insight into the nature of mathematics and encourage individual investigations in depth outside of the regular lesson.

New material has been added. The algebra of the high school is at least three hundred years old and the geometry at least two thousand years old.

Some of the obsolete material should be dropped; some of the more modern concepts should be gradually introduced. The chapter on graphs has been enlarged to give more attention to the slope and intercept of a straight line, basic ideas in coordinate geometry. Chapter 17, Indirect Measurement and Trigonometry, gives considerable attention to computations with approximate numbers.

LENNES, N. J.; J. W. MAUCKER; and J. J. KINSELLA. A Second Course in Algebra. New York 11: Macmillan Company. 1957. 496 pp. \$3.80. Many features of the earlier editions, which have been proved valuable over the years, have been included in this third revision. Definite provisions for different levels of ability through the use of A, B, and C exercises, plus the Supplementary Work (C). The latter is especially timely in these days when there is a national effort to provide for the better student in the mathematics and science courses. The A work forms the basis of a minimum course.

Definite provisions are made for the maintenance and organization of what is learned through the use of chapter reviews and cumulative reviews. The aim here is not only retention, but to make sure that the student retains what he has learned earlier, and to give him an opportunity to apply that learning to new concepts and procedures. The book contains many more problems and exercises than any one student should be expected to work. The "diet" of practice must be adjusted to the needs of the individual student in terms of the teacher's best judgment. Definite goals are an important characteristic of dynamic and efficient learning. Also provisions are made for learning and understanding through the use of explanations and illustrative examples selected to capitalize on previous learning, familiar situations, and the human tendency to arrive at generalizations inductively. The authors believe that, whenever feasible, learning should be a discovery experience for the student.

MAHONEY, H. J., and T. L. ENGLE. Points for Decision. World Book Company. 1957. Yonkers-on-Hudson. \$4.08. If a high-school teacher is hunting for a practical teaching textbook in the field of guidance, he should give careful consideration to this book. Because the great increase in high-school enrollment precludes individual guidance for every student in many schools, the group approach becomes the most feasible technique. The authors have provided information on common problems for discussion to reach all students. They have made surveys to determine just which problems are commonly important. These nation-wide polls of young people and adults revealed a concern for unhappy relationships with mother or father, the draft, sex, and alcohol among many others. Employing these findings, the authors have devoted the chapters to the questions and problems that have been determined as a real concern to students.

Topics range from how to make introductions at a dance to how to prepare for a stable marriage; from caring for the teeth to preserving mental health; from picking an after-school job to planning and starting a professional career. The range is wide because the authors have taken as many as possible of the problems considered important by young people today. Basically, the whole book should help the student understand himself better. It shows realistic means for analysing his personalized problems. It should assist the student in securing the information about himself and about his environment that leads him toward insights into his own problems and then permits and encourages him to make his own decisions.

It is interesting to note that the book combines the points of view of a guidance worker and a psychologist, drawing on the experience and training of each. While most of the topics covered are found in the field of guidance, the book is re-inforced with the principles of psychology and the findings of psychological research. The book does not dictate answers to questions nor decide on a definite course of action; rather it gives assistance in analysing problems and reaching an independent decision.

MARSH, D. B., editor. Good Housekeeping Cook Book. New York 19: Good Housekeeping Book Division, 250 West 55th St. 1956. 768 pp. (7" x 9"). \$3.95, to schools, \$2.95. America's favorite cook book has been completely revised. It now contains over 3,000 tested recipes, of which 1,000 are new ones. The popular "Susan" step-by-step recipes featured monthly in Good Housekeeping magazine for nearly eight years are included for the first time. New chapters on barbecue recipes, foreign dishes, treats for children, chafing-dish cookery, dieting, and casserole dinners form a part of this book. Chapters on pressure cooking, home freezing, quantity cooking, and leftovers have been enlarged. New emphasis has been placed on quick-and-easy dishes, with recipes segregated for ready reference. Complete information on every step in food preparation from intelligent buying to attractive serving is included in the book. Here also every effort is made to save time and money in cooking and yet not sacrifice quality and flavor. The book contains many illustrations, including seventeen in beautiful full-color. An index of sixty-two pages makes it easy to locate quickly any recipe.

McKENNEY, RUTH. Mirage. New York 3: Farrar, Straus and Cudahy, Inc. 1956. 736 pp. \$4.95. In October 1797, the prisoner Remi Saint-Victor had served only four years of his sentence, "Solitary confinement for the rest of his natural life." The France he had left behind was the radiant, happy world of his early youth, when "the Rights of Man" were a cause and not just a slogan. The France he returns to, after his miraculous release from prison, is "Directoire" France, cynical and on-the-make. Resuming his career as a chemist of undisputed genius, he is determined that France shall have reason to know the name of Remi Saint-Victor. The fabulous degree to which he succeeds, and the manner in which he also meets his unforeseen destiny, make the colorful and absorbing story of this book.

The rising young general, Napoleon Bonaparte, is the chief agent of Remi's destiny—and that of France too. Having forced the Directors to acknowledge him after his triumph at Campo Formio, Napoleon prepares an armada of ships, soldiers, and scientists to embark for Egypt. He makes Remi one of his two personal secretaries.

At the ball which Minister Tallyrand gives in honor of Josephine, wife of Napoleon, Remi meets the two women who become part of his life, one as his true love and the other as his wife. Lady Zennoobeh, the beautiful young princess of Egypt, is dazzled by his smile and his good looks. Corinne Rouvroy, the golden-haired reigning beauty of Paris, finds in him a suitor whose ardor has had no equal in her experience.

Others in the large cast of characters who people this panoramic novel are the man of two faces, Fernand Jardinier (alias Mr. Gardener), war profiteer and man of conflicting loyalties; Denon Vivant, Remi's godfather, the civilized and sophisticated courtier who has survived many regimes; General Rouvroy, dependable as a soldier but inadequate as a lover; Consul Magallon, who knows more about Cairo and the Moslem mind than any Westerner; Pauline Foures,

the lovely wife of a young lieutenant, who becomes Napoleon's mistress, and a Brigadier.

There are many great scenes in this book—the massing of the fleet at Toulon; the desert march of the Army of Egypt; the great Battle of the Pyramids in which Napoleon's outnumbered soldiers form a hollow square and defeat the howling hordes of Egyptian horsemen; the exotic Oriental wedding ceremony of the Lady Zennoobeh; Horatio Nelson's victory over the French fleet at the Battle of the Nile; the violent Mameluke uprising in Cairo; the discovery by the French savant, Gaspard Monge, of the desert phenomenon he names the mirage.

MILLER, D. C. Twelve Americans. New York 20: Simon and Schuster. Inc. 1956. 96 pp. The twelve painters and sculptors presented here cover a wide range in age, geographical origin, and degree of fame. The men and some of their reproductions here included are presented to emphasize differences rather than similarity—they are artists who vary widely in approach and technique. The book is a catalog of an exhibition devoted to contemporary American art presented by the Museum of Modern Art in New York City. The catalog contains prepared statements by the artists, biographical data, and reproductions of Ernest Briggs, James Brooks, Sam Francis, Fritz Glarner, Philip Guston, Raoul Hague, Grace Hartigan, Franz Kline, Ibram Lassaw, Seymour Lipton, Jose de Rivera, and Larry Rivers.

MORRIS, JAMES. As I Saw the U.S. A. New York 14: Pantheon Books, Inc. 1956. 254 pp. \$3.95. A young Englishman, James Morris, has written a book on the United States with a fresh and unbiased approach. As a Commonwealth Fund Fellow, he traveled, in 1953-54, throughout the United States, by car, train, ship, and aircraft, responding with exuberance and curiosity to the land and the people. With the trained mind and the quick eye of a journalist, he has succeeded in drawing a picture of this country which will enthrall even those who have traveled it extensively. He stood in awe before Boulder Dam. The thrust and daring of American bridges intoxicated him. The mixture of religious dedication and business acumen of the Mormons enchanted him. He saw the Mississippi and its life from the pilot house of a tow boat. Glittering New York "with the smile of a tiger" roused his slightly frightened admiration and in San Francisco he glimpsed the makings of a future Athens.

Always alert to making use of unusual opportunities during his wanderings, the author often had the chance to observe the effects of modern developments, industrial and political, on many deep-rooted regional traditions. Even where he speaks of things familiar to the American reader, his observations make stimulating reading. He writes with a sparkle and, though he is not entirely uncritical, his basic attitude is one of affection and admiration.

PERTWEE, ROLAND. The Islanders. Indianapolis 7: Bobbs-Merrill Company. 1956. 267 pp. \$3. There is a story of three boys' unforgettable summer in Devon. On a little island in a salmon river they set up their headquarters, fishing and shooting to provide themselves with food, and becoming interestingly involved with gypsies, farmers hunting landowners, many friends, and one enemy.

Old B. had told Pat that boys, by and large, were noisy, destructive and a beastly nuisance, but had three things he liked: nerve, energy and a love of adventure. Pat and his chosen companions, Nick and Toby, have plenty of each. Their initiative, common sense and unquenchable high spirits bring them triumphantly through this summer's trials and exhilarations.

PLATT, RUTHERFORD. The River of Life. New York 20: Simon and Schuster. 1956. 320 pp. \$5. This is the story of earth's living things and the devices, often bizarre and fanciful, by which they survive and reproduce. It is a spectacle full of wonder and fantasy-fish that climb trees: plants that travel; the bee doing a contortionist act in mid-air; elephants, miles apart. communicating in a secret language; the rabbit looking in two directions at once; the golden eagle diving 5,000 feet at 90 miles per hour; microscopic ocean plants building little filigreed glass boxes to live in; unicellular creatures joining forces to create a sponge; moths broadcasting messages over ultra-red wave lengths.

The setting is the whole world: ocean, land, and air. The cast of performers ranges from the amoeba to the giraffe, the mosquito to the whale, the starling to man. But behind all this variety, a marvelous unity becomes apparent. You see that all living creatures are built on the same general plan, that all are endowed with the same basic drives. You see how a creature whose life span is 24 hours completes the same cycle as one that lives 150 years.

Pocket Library books published by Pocket Books, Inc., 630 Fifth Ave., New

York 20:

SHAKESPEARE, WILLIAM. The Tragedy of King Lear. 1957. 295 pp. 35c. This book, edited by Louis B. Wright and Virginia La Mar Freund, contains a complete introductory note opposite each page of text, and many illustrations. It is first in the Folger Library General Reader's Shakespeare series.

STERNE, LAURENCE. Tristram Shandy. 1957. 522 pp. 50c. A psychological novel of the eighteenth century with an introduction by Maxwell Giesmar.

SWIFT, JONATHAN. Gulliver's Travels. 1957. 320 pp. 35c. One of the greatest satiric adventure stories ever written. Includes an introduction by Maxwell Giesmar.

RAYNER, D. A., Commander. The Enemy Below. New York 17: Henry Holt and Company, Inc. 1957. 191 pp. \$3.00. Cruising the desolate waters of the mid-Atlantic where no craft, friend or enemy, should be, the destroyer Hecate suddenly received a radar alert. Instantly the Captain's sixth sense told him it was a submarine. To cut down the risk of detection he lined up his ship astern of the submarine and for hours tracked it at a fixed distance behind. It seemed strange to the Captain, but the submarine held doggedly to the same course, 210 degrees at fourteen knots.

Up ahead the U-121, under Kapitan Peter von Stolberg, made haste along a 210-degree course toward its rendezvous with the armed cruiser Cedilie. It was an important mission, and von Stolberg cautioned the watch to stay alerteven though no ship, friend or enemy, should be abroad in these desolate waters. And the Kapitan thought it strange that his radarman kept reporting the same false echo directly astern.

The crew of the Hecate settled back for a long, tense wait. Eight hours later the U-121 discovered that the "false" echo was real. Not only real, but an enemy destroyer at that. Almost at once the long vigil aboard the Hecate was rewarded by the sight of two torpedoes sliding past the stern. The destroyer armed a round of depth charges, and the battle was joined.

Then, for forty merciless hours, it was depth charge vs. torpedo, destroyer vs. submarine, crew vs. crew, and, ultimately, Captain vs. Kapitan. Attack after attack, the stratagems of the two masters canceled out each other. Each hour,

the U-121 drew closer to its rendezvous and, sensing the fact, the Captain radioed for reinforcements. But before the Cecilie or the fleet destroyers could influence the outcome, the absolute battle between equals was played out to a violent and startling conclusion.

RENAULT, MARY. The Last of the Wine. New York 14: Pantheon Books, Inc. 1956. 397 pp. \$4.50. In a remarkable recreation of ancient Greece, the author tells the story of Alexias, a young Athenian of good family, who reaches manhood in the last phases of the Peloponnesian War. It was a time in some respects not unlike our own, when men, born into a heritage of security and power, felt the structure of their lives being undermined by forces which they but dimly understood.

Against this background develops the friendship of Alexias and Lysis, two youths who have fallen under the spell of Sokrates. In their relationship, the author shows the impact of Sokrates' teaching on the ethics of his time. The spirit of the Symposion echoes through the book, as we see the young friends compete in excellence at exercise in the palaestra, in the hunting field, as cadets

and later as officers on the field of battle and at sea.

The book brings to life the great figures and dramatic events of a desperate and dangerous epoch. Sokrates, Xenophon, Alkibiades, Plato, Kritias, and Phaedo are remarkably portrayed. The fleet sets out for the fatal Sicilian expedition; athletes compete in the Isthmian Games; famine and siege wreck the life and fortunes of the Athenians; and civil war rends families and cities.

RENICK, MARION. Bats and Gloves of Glory. New York 17: Charles Scribner's Sons. 1956. 215 pp. \$2.50. Bruce liked baseball better than anything else. His school was having a hobby show and Bruce couldn't imagine what he could do for the exhibit. How could he make a baseball exhibit? Bruce found out and had fun with his own Hall of Fame.

RITCHIE, A. C. Masters of British Painting, 1800-1950. New York 19: The Museum of Modern Art. 1956. 160 pp. \$5.50. In this survey of the last century and a half of British painting, the author discusses the amazing range and diversity of a period that bridges two worlds: early nineteenth-century Romanticism and the modern movement in England. The history of British art is made up of contradictions, but certainly no other age is so full of interest or so remarkable for its mixture of revolutionary and reactionary movements and the eccentricities of its individual personalities. Starting with the revolution in landscape painting led by Turner and Constable as a reaction against the English school of portraiture, we are carried through the strongly individual literary fantasies of Blake and Palmer; the short-lived, aberrant Pre-Raphaelite Brotherhood; the lusty revolt of the expatriate American, Whistler, against the the banalities of late nineteenth-century academic painting; and on to the new century, when the gradual absorption by the conservative English of continental tendencies took the form, first, of a tentative kind of impressionism, followed by the more recent flowering of a vigorous, latter-day English Renaissance in the modern movement, in which abstract, constructivist and surrealist tendencies are encompassed within the larger British tradition.

As the author concludes in his foreword: "Whatever the future of British art may be, and whatever its heights and depths have been over the past century and a half, it can be said that within the past twenty years its leading artists came of age and once more joined the company of Constable and Turner on an international rather than an insular stage."

ROBERTS, C. G. D. Red Fox. New York 36: Teen Age Book Club. 1957. 208 pp. 25c. "You can't fool that fox, if you take all winter to do it." That's what the boy told Jabe. Red Fox, famous throughout the country side, lives by his wits. When dogs pursue him Red Fox outsmarts them. He fails both traps and enemies of the forest. Caught at last, Red Fox is sold into captivity from which there is no escape, so they thought!

SELTZER, L. B. The Years Were Good. Cleveland 2: The World Publishing Company. 1956. 320 pp. \$4. "I have been singularly blessed," says the author, "to work in a profession I love, in my home city which I worship, at the side of the only girl I have ever known. It has been, and it is, an exciting, lifting, exhilarating life. And I can truthfully say that the years were good." This life and those years are shared with you in the pages of this book by a man who would be remarkable at any time in history and is doubly remarkable in today's high-tension and hard-boiled world. Reading what he has to say of himself, of his career, of his work, of his philosophy, is to find yourself thinking of the quiet sages of another era. It is hard to believe that the simple philosophy of "love thy neighbor" could be lived so fully on the public stage on which the author has been active for the last forty years.

Born of poor parents in Cleveland, Ohio, raised and educated there, and still living there, he has been a newspaperman since he was thirteen years old. At nineteen he was made city editor of the Cleveland Press, and since 1928, when he was only thirty-one, he has been its editor. His life has been dedicated to his home town—and to his newspaper. He has fought corruption, broken up racketeering rings, sparked drives which raised hundreds of thousands of dollars for veterans' hospitals and disaster relief, and has actively helped "make" some of Ohio's most distinguished public officeholders. He has himself turned down an appointment to the United States Senate, and innumerable offers of bigger jobs in bigger cities. For to him the fact that he is affectionately known to tens of thousands of men and women as "Mr. Cleveland" is the most important fact in his life.

SHERBURNE, ZOA. The High White Wall. New York 16: William Morrow and Company, Inc. 1956. 220 pp. \$2.75. It would be the beginning of a whole new life, Leeann promised herself as she chose a quiet, dark dress to wear for the interview with her prospective employer. Mrs. Kingsley's home was in an exclusive section called Mountcastle. In Leeann's eyes, the wall that surrounded it was a symbol as well as an actual barrier.

Leeann had lived all her eighteen years in a district known as the Junction, where families were large and incomes small. She had just graduated from high school and she planned to earn some money this summer so she could go to college in September. Her mother couldn't understand why she didn't look for work in the neighborhood, instead of applying for the position in Mountcastle: taking care of Mrs. Kingsley's two little girls and doing secretarial work for her son Dirk. Leeann found it hard to explain. It wasn't that she was ashamed of her hard-working parents or her shabby home, overflowing with younger brothers and sisters; she dearly loved them all. It was just that she wanted to get away from the Junction: the crowded houses, the sprawling families, the whole down-at-heel place. And there was Barry, too. Leeann admitted to herself that she also wanted to escape the necessity of making a decision about Barry. So she took the job inside the high white wall and found, as she became better acquainted with Dirk, another difficult decision looming before her.

SHUTTLESWORTH, DOROTHY. The Story of Rocks. Garden City, New York: Garden City Books. 1956. 56 pp. (8¼" x 11"). \$2.50. Every boy or girl who has ever picked up a few strange-looking rocks and taken them home is on the way to becoming a rock collector. But the real interest in making any sort of collection is being able to identify your finds and to know something of their history and how they came to be in that particular place.

This book, with its many illustrations in full color, will help you to identify any sort of rock you come across. It tells you all about rock-forming minerals from their very beginning when the earth was still a molten mass of fiery-hot doughy material. It gives you the various tests you can use on your specimens to determine what they are. It also tells you about metals with strange properties, such as magnetite (lodestone), cinnabar, from which mercury is extracted, pumice stone, which, when blown in blocks from active volcanoes, was gas-filled, and expanded, puffed out like popcorn, when surrounded by air.

There are rocks that can be traced back to an origin of living things, such as coal and coral. There are "logs" of stone, such as those that can be seen in the famous Petrified Forest. You might even be lucky enough to find a rare rock ball containing a hollow space inside, or a deposit of uranium, if you go searching with a Geiger counter.

SMITH, R. R., and J. F. ULRICH. Solid Geometry. Yonkers-on-Hudson: World Book Company. 1947. 272 pp. \$2.88. Since clear visualization of spatial relationships is essential to genuine success in solid geometry, attention has been given by the authors to training the student in the analysis of three-dimensional space. Chapter 1, "Thinking in Three Dimensions" offers a preliminary discussion of perspective, helping the student with the representation of three dimensional figures in a plane. Each chapter contains a number of exercises which give him an opportunity to check his proficiency in the perception of three dimensional relationships.

Inductive developments of the concepts of solid geometry are a regular instructional technique. Learning through understanding is promoted throughout the book in its "Before You Study a Theorem" exercises. Incomplete proofs provide opportunity for independent work—developing self-confidence as well as comprehension. Easy steps lead to understanding of the more difficult formal proofs in three-dimensions. Frequent reviews and chapter tests serve as a constant check on progress. Pages on "Maintaining Skills" have been included to keep students from losing the important arithmetical and algebraic skills.

As in their Plane Geometry, the authors emphasize the development of logical thinking throughout the book. Direct and indirect methods of proof are employed. Contraposition was carefully developed in Plane Geometry and is reviewed for future use in Solid Geometry. The student is encouraged to investigate converse, inverse, and contrapositive relationships wherever they occur and to use the method of proof by contrapositive frequently.

In the organization of the subject matter individual differences are recognized in several ways. Topics are appropriately developed for all students. "Extra" exercises are frequently provided, and supplementary exercises are found at the end of every chapter. Optional pages and topics provide superior students with opportunities to broaden and strengthen their mathematical backgrounds. The teacher will be interested in a unique feature within each chapter under the heading "No Proof Required." Exercises in this section help

the student to visualize the figures and to organize his thinking for formal proofs.

STACKPOLE, E. J. They Met at Gettysburg. Harrisburg, Pa.: Eagle Books, Cameron and Kelker Sts. 1956. 366 pp. \$4.95. The invasion of Pennsylvania by General Lee's army, in June 1863, was preceded by two years of Confederate victories from which had evolved the myth of Southern military invincibility, rudely shattered in three days at Gettysburg. Although nearly a century has passed since the Battle of Gettysburg, the world still beats a path to the scene of that sanguinary struggle which so vitally affected the course of history. At Gettysburg 50,000 Americans, of more than 170,000 engaged, were casualties in that dramatically vicious encounter in a small amphitheatre of but a few square miles.

The battle of Gettysburg has provided material for hundreds of stories, none of them dull. This new vivid, factual, objective account, interspersed with enlightening interpretations which reflect the author's military background, paints a panorama that highlights the important actions without confusing detail. The reader will feel Longstreet's reluctance to follow Lee's attack plan, puzzle with corps commanders over vague orders, and share the amazement of Union generals waiting for a counterattack order that never came.

STODDARD, EDWARD. The Real Book of Electronics. New York 22: Garden City Books. 1956. 215 pp. \$1.95. Here is the exciting story of our modern electronic age—the adventure of a brand-new science that in just fifty years has revolutionized our world and promises to change it even more in the years ahead. In clear, simple words, the author shows what electricity is, and how vacuum tubes, microphones, loud-speakers, antennas, and other basic devices work. Then he goes on to explain the hundreds of electronic wonders that make our lives easier and more pleasant. From color television to tape recorders, radio telescopes to electronic computers, this book shows how each device works and how it is used. Many pictures help to make every detail easy to understand.

STOUTENBERG, ADRIEN. River Duel. Philadelphia 7: Westminster Press. 1956. 195 pp. \$2.75. It is one thing to set his heart on catching the biggest catfish in Iowa's Wanata River, Brig Wheeler finds out, and another actually to hook the wily monster. Brig's dreamy pal, Rudy Hammond, is no help, even though he is sympathetic, and his daring schemes for catching the giant fish are like none in any fisherman's annals. Least helpful of all is the stranger who appears out of the river mists to change fishing from a pleasantly exciting sport to a hazardous game of pursuit involving not a fish but a man. A female fishing enthusiast, Polly Hagen, and her two bounding deerhounds complicate things still further, while "ghosts," "hallucinations," and a rival in Brig's private battle with the giant catfish bring to a climax a bitter duel that threatens catastrophe both to Brig and to his challenger.

Skin-diving exploits under the dark waters of the river add new suspense and danger to this story of adventure. Full of entertaining humor as well as sport and mystery, the book has a wealth of good fishing tips, fish lore, and game laws, providing an authentic and absorbing background for its exciting and swiftly moving plot.

STREET, JAMES. Captain Little Ax. Philadelphia 5: J. B. Lippincott and Company. 1956. 377 pp. \$3.95. The author adds a new note to Civil War fiction in this story of perhaps the youngest "captain" ever to win a command in the War Between the States. Little Ax Trowbridge, fifteen and fresh out of

military school, follows his father, Big Ax, off to war. He sees him die at Shiloh, where seventy-three thousand men in blue and gray are locked in struggle; Little Ax, in gray, is probably the youngest, certainly the smallest.

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Spurned by the Confederate Army, but determined to serve the cause of the South, this pint-sized son of a proud warrior places himself in charge of a group of under-age ruffians. Disguising innocence with arrogance, Captain Little Ax whips the ragged, insolent crew into tough marauders, young faces with cold hearts, soon known far and wide as the Cradle Company.

The author exposes this young, self-made captain to the harsh experience of war, the stern disapproval of the Southern military command, a bitter first-love lost, and the rapturous greater love found. From the action-filled pages emerges a hardened, wiser young man, worthy of a commission in the Confederate Army.

SUMMERS, J. L. Off the Beam. Philadelphia 7: Westminster Press. 1956. 219 pp. \$2.75. Arnold Thompson, sixteen and a junior in high school, is headed for sorrow. Where other kids shine, Arnold feels he is a nothing—only third-string on the football team, and a straight "C" student. Small wonder the girl he likes hardly cares he is alive.

Through the rabbit-raising project which Arnold operates with Bigthink Berkshire the boys meet Jeff Morgan. Leader of the local boy's gang, the San Andreas Clams, Jeff is a mystery to the kids at school, and a real problem to his teachers.

Arnold and Bigthink join Jeff's gang and find that, while the boys aren't so different, they have their own brand of fun. They become involved with school officials when the gang breaks into the school to play basketball. Though Arnold's father believes in letting boys make their own decisions and find out for themselves that laws are made for good reasons, Arnold is beginning to worry about the Clams.

His loyalty to his friends get him into further scrapes, but he is beginning to think for himself. He is confronted with choices he must make; some are good, some are not. Gradually he realizes that these choices will affect his entire position at school, and that his future is his own responsibility. Arnold finds himself on the beam at last, with many promising things ahead.

THURBER, JAMES. Further Fables for Our Time. New York 20: Simon and Schuster. 1956. 186 pp. \$3.50. This book, composed of 47 fables, includes 37 that were originally published in the New Yorker. The other ten are here published for the first time. Through fables the author depicts human nature. Here are stories that interest the adult as well as the young.

TOLAND, JOHN. Ships in the Sky. New York 17: Henry Holt and Company. 1957. 352 pp. \$4.95. At 7:25 p.m. on May 6, 1937, the giant dirigible Hindenburg was poised for a landing at its mooring mast at Lakehurst, New Jersey. Exactly thirty-four seconds later the airship was a white-hot skeleton on the ground. The final toll was thirty-six dead—thirteen passengers, twenty-two crewmen, one member of the ground crew. Those thirty-four seconds put an end to the dream of centuries, the experiments of fifty years, the brilliant and dangerous twenty years in which lighter-than-air fight seemed to be a practical reality. Millions had seen the great dirigibles floating majestically overhead—silver monsters that seemed too vast to fly; and none who saw them failed to feel a certain regret at their demise.

The author tells the whole story of dirigibles, of the adventurous men who developed them and flew them, of the great flights and death flights that made them admired and feared beyond all other means of transportation.

TROYANT, HENRI. Amelie in Love. New York 20: Simon and Schuster. 1956. 377 pp. \$4.50. This is the story of a young girl who is courted by a boy—and who then falls in love with a man. Amelie is 17 when you first meet her. She has been raised in that most respectable of societies, a French country town in the early years of this century. She helps her mother in the family store (saucepans, sundries, and the most fragrant roasted coffee in town). She knows, without vanity, how proud her father is to have a daughter so tall, so pretty, and so good.

She has not yet had a beau. She is totally innocent. She is, however, the child of parents who have never ceased to be exciting and important to each other. They have endowed her with a warmth as yet unrealized. A nice boy wants to marry her. Deferring to the judgment of her family, Amelie hesitantly becomes engaged. And then a man comes from Paris. At the first sound of his voice, almost before she has seen him, Amelie is in turmoil, in transports, in confusion, in love.

From that moment these two—the prim child and the experienced adult—become loving adversaries. They fence; they test each other's promise for the future; they match wills; they move warily but relentlessly toward each other. Then, at last, Amelie has to choose between her suitors: the patient boy who offers undemanding devotion and the strong-willed man to whom she is passionately attracted. She chooses well.

WOOD, W. N. Reminiscences of Big I. Jackson, Tennessee: McCowat-Mercer Press, Inc. 1956. 176 pp. \$3.95. B. I. Wiley, editor of the book, has promoted himself from the "common soldier" of the Union and Confederate armies and from the "plain people of the Confederacy" to working with the reminiscences of a Confederate company officer. But Nat Wood was no stuffed-shirt aristocrat. He was more the red-blooded American yeoman type. He worked himself up from private, and he fought the war the hard way. His narrative was written a good many years after the close of the war, but it retains a freshness lacking in many narratives of the old veteran type. Wood wrote directly and simply. And he himself comes through the story as a direct and simple character, a character of conviction and capability. He was from Albemarle County, Virginia, and served in the Monticello Guard, Company A, 19th Virginia Regiment, from First Manassas to the end of the war. Particularly interesting in his story, as Professor Wiley points out, is his firsthand account of the Battle of Gettysburg.

Arithmetic: The Third R. Cincinnati, Ohio: Claude V. Courter, Superintendent of Schools. 1956. 39 pp. The superintendent's report for 1955-56 in which he presents the major purposes, underlying principles, and basic content and methods of mathematics instruction in the Cincinnati Public Schools. Illustrated.

Basic Facts About the United Nations. New York: United Nations. 1955. 46 pp. 15c. A description of the work of the agencies in the United Nations. Also available from the same course are: The Role of the United Nations in a Changing World (32 pp.), A Sacred Trust (40 pp. 15c), Technical Assistance in Brief (12 pp.) and World Issue Before the Eleventh Assembly Session (28 pp.).

Bay County School for Migrant Children. New York 16: National Child Labor Committee, 419 Fourth Ave. 1956. 38 pp. (mimeo.). A report

telling the story of a seven-week summer school conducted for the children of migratory agricultural workers in Bay County, Michigan, during July and August of 1956. Financed by the National Child Labor Committee.

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The Child Who Is Mentally Retarded. Washington 25: Supt. of Documents. 1956. 24 pp. 19c. The pamphlet emphasizes the values of a thorough diagnostic evaluation of a child who appears to be mentally retarded to determine how much he can be expected to develop and how parents can start to plan for the child. It also outlines some of the factors which parents would want to consider in deciding either to keep the child at home or to place him away from home. Out of each 1,000 of the population, 30 are mentally retarded, the pamphlet states. Of these, 25 are "educable," 4 are "trainable," and one is "totally dependent." The publication emphasizes that, although some kinds of retardation are inherited through the parents' genes, this doesn't necessarily mean that retardation "runs in the family." "A retarded child or an extremely bright child can be born to almost any parents," it states.

Claremont College Reading Conference Yearbook. Claremont, Calif .: Harper Hall, Curriculum Laboratory. 1956. 191 pp. \$2.50. This twenty-first yearbook is devoted to the general theme of Reading: The Process of Making Discriminative Reactions and to the special topic of "Developing a Balanced

Reading Program."

The College Way to a Nursing Career. New York 16: Committee on Careers, National League for Nursing, 2 Park Ave. 1956. 24 pp. Points out the advantages of a basic college program in preparing nurses to provide competent

nursing care and to advance to responsible roles in the profession.

CORSI, EDWARD. Paths to the New World: American Immigration-Yesterday, Today, and Tomorrow, revised edition. New York 22: Anti-Defamation League of B'nai B'rith, 515 Madison Ave. 1956. 46 pp. 35c. Extensively revised on the basis of the most current statistics, the pamphlet traces the early development of our immigration laws, the kinds of revisions they have been subjected to, the injustices and inequities of our present system, and offers suggestions for a more democratic and workable immigration and naturalization policy. The author was formerly U.S. Immigration Commissioner at Ellis Island.

Directors and Supervisors of Special Education in Local School Systems. Washington 25, D. C.: Supt. of Documents. 1956. 84 pp. 30c. Reports on the qualifications and preparation of directors and supervisors of exceptional children in local school systems.

56 Progress. Washington 25, D. C.: Secretary of the Army. 1956. 28 pp. Free. Describes some of the many significant advances in ideas, weapons, and

equipment made during the past year.

The First Interim Report of the President's Committee on Education Beyond the High School. Washington 25, D. C.: The President's Committee on Education Beyond the High School, Rm. 4030 South, Department of Health, Education, and Welfare. 1956. 12 pp. A preliminary conclusion to promote discussion among educators and laymen on education beyond high school.

Fitness of American Youth. Washington 25, D. C.: Supt. of Documents. 1956. 56 pp. 25c. A report to the President of the United States on the conference on this subject held at the U.S. Naval Academy in Annapolis, Maryland, on June 18-19, 1956, and attended by 149 national leaders in government, education, medicine, recreation, public health, sports, civic and youth representatives. Discusses the problem, programs, leadership, and facilities and makes over-all recommendations.

FLEMING, HAROLD, and JOHN CONSTABLE. What's Harmer of in School Integration' New York 16: Public Affairs Committee, 22 E 38th St. 1956. 20 pp 25c. The pamphlet reviews in some detail the differing reactions in four main areas of the South and border states. Five states and the District of Columbia have undertaken school integration as a matter of official policy. Four states—Arkansas, Deleware, Tennessee, and Texas—have been divided in differing areas within their boundaries in their policies. Florida, North Carolina, and Virginia have shown a stiffening resistance to desegregation. The remaining five states of the deep South or "black belt"—where Negro population tends to run the highest—have committed themselves to a last-ditch defense of segregation.

FLESHER, W. R., chairman. Principles of Economy in School Plant Planning and Construction. Nashville. Tenn.: W. D. McClurkin, Secretary of the National Council on Schoolhouse Construction, Peabody College. 1956. 52 pp. States and discusses 13 principles—selection, educational planning, usefulness, flexibility, expansibility, exactness, simplicity, compactness, multiple use, modular co-ordination, repetitive design, durability, and prefabrication. Bibliography included.

Folk Dance Guide. New York 3: Paul Schwartz, Box 342, Cooper Station, 93 Fourth Ave. 1957. 30 pp. \$1. Contains an introduction, an article on "Folk Dance in the United States" by the editor, quotations on "Dances through the Ages," and a national directory of instruction groups.

Four Years of Progress in Educational Television. Washington 6, D. C.: Joint Council on Educational Television, 1785 Massachusetts Ave., N. W. 1956. (Dec.), 144 pp. Mimeo. A report to the Federal Communications Commission to bring it up to date on new and important developments which have occurred since 1952, to give an authentic picture of the current status of educational TV throughout the country, and to describe activities, projects, and experiments underway which will lead to a fuller utilization of channels now reserved for education and which may even require the assignment of additional ones if the growing educational needs of the American people are to be met. The number of TV channels reserved by the FCC has increased from 242 in 1952 to 258 at present.

General Business for Business Education Departments in Pennsylvania Public Schools. Harrisburg: Pennsylvania Department of Public Instruction, Box 911, Education Bldg. 1956. 35 pp. 25c. Discusses general business as a school subject, outlines a 12-unit course of study in general business education, suggests time schedule, and list books, articles, and related materials as instructional aids.

Great Americans at a Glance. Redwood City, Calif. Pacific Coast Publishers, 1023 Chestnut St. 1957. \$1.00 each. This series is composed of a number of 32 page volumes. In the series so far are: Vol. I—Statesmen, Explorers, Army and Navy Officers, Historians; Vol. II—Inventors and Scientists; Vol. III—Authors; Vol IV—Great American Women; and Vol. V—Thirty Great Events of American History. Each volume is made up of text, portraits, and illustrations.

HELTMAN, H. J., and H. A. BROWN, editors. Choral Readings for Fun and Recreation. Philadelphia 7: Westminster Press. 1956. 63 pp. \$1. An anthology of literature compiled for the choral use of young people in their several organized group activities. This book will be found useful with singing, rituals, games, and all other activities which make enjoyable the many occasions when youth get together for a good time.

HUNSICKER, H. N. Planning and Conducting a Program for Young Farmers. Washington 25, D. C.: Supt. of Documents. 1956, 102 pp. 45c. This booklet is designed to help plan and conduct instructional programs for young farmers. It offers suggestions for developing close co-operation among school administrators, teachers, and farm and civic leaders of the community.

If Your Child Has Rheumatic Feeer. New York 10: American Heart Association, 44 E. 23rd St. 1955, 19 pp. Discusses the problems of care of young patients during the acute and convalescent phases of the disease and emphasizes the importance of protective measures to prevent return attacks. Unlike most childhood diseases, rheumatic fever is recurrent and each repeat attack greatly increases the danger of heart damage. However, most recurrences can now be prevented through continuous use of penicillin or sulfa drugs under the physician's supervision. These measures prevent new streptococcal infections that generally preceded rheumatic fever attacks.

KELLY, W. C., editor. The Need for High School Physics in an Industrial Community. Pittsburgh 13: University of Pittsburgh Press. 1956. 30 pp. 50c. Proceedings of the Pittsburgh Conference jointly sponsored by the University of Pittsburgh, The National Academy of Sciences, and the National Research Council. Contains some statistics on this subject from Allegheny County

Schools.

KETTRING, D. D. Familiar Hymns with Descants. Philadelphia 7: The Westminster Press, Witherspoon Bldg. 1956. 40 pp. \$1.10. Contains descants composed and found useful over a period of twenty-three years, practical for use with large or small choirs, with voluntary or professional singers, and for the ordinary church service or festivals. Various kinds of descants are represented here.

LAHEY, H. C. Austrian Teachers and Their Education Since 1945. Washington 25, D. C.: Supt. of Documents. 1956. 88 pp. 35c. Describes advances made, the pre-school teacher, the elementary-school teacher and the secondary-school teacher, including such phases as organization of each program, teacher education, teacher selection and appointment, salary, status,

tenure, social security, pensions, and retirement.

McINTYRE, K. E. An Experiment, Recruiting and Selecting Leaders for Education. Austin: Southwest School Administration Center, Univ. of Texas. 1956. 86 pp. This report is focused on the findings of investigations in connection with a specific preparation program that has been in operation at the University of Texas each summer since 1952. It is the fourth in a series growing out of a special program for preparing school administrators. Also available from the same source is Achievements and Changes in Educational Administration (16 pp.) by Roy M. Hall. This report sets forth the most significant accomplishments or changes as they are reflected in the growth of practicing school administrators and others and in the increased effectiveness of administrative practices.

MICKELSON, SIG. Television and the Church. New York: Columbia Broadcasting System, Inc. 1956. 16 pp. The area of religious programming presents one of the most challenging aspects of television broadcasting. Both the opportunities and pitfalls that confront the religious broadcaster are analyzed by CBS Vice President in Charge of News and Public Affairs, in a recent address before the National Conference of the Radio, Television, and

Film Commission of the Methodist Church.

NEA RESEARCH DIVISION. The State and Sectarian Education. Washington 6, D. C.: National Education Association. 1956. (Dec.) 52 pp.

50c. Reviews the constitutional, statutory, and judicial bases which define relationships between church and state with respect to education.

1957 Educational Catalog. Chicago 10: Science Research Associates, 57 W. Grand Ave. 1957. 112 pp. A catalog, including prices, of psychological tests, reading development materials, and guidance publications and services available through Science Research Associates for elementary and secondary-schools and colleges and universities.

NORTH, R. D. Intelligence of the American Negro. New York 22: Anti-Defamation League of B'nai B'rith, 515 Madison Ave. 1956, 8 pp. 15c. In direct refutation of the recently publicized theory that Negroes are inherently less educable than whites, the writer summarized his findings in this study. A condensation of this study, in the form of an ADL Research Report, is now available. The author analyzes the nature of the "intelligence test" and reviews the results of such varying tests as those given by the Army during World War I and World War II; those given to children in Philadelphia public schools; to babies in Tallahassee, Fla. and New Haven, Conn.; as well as tests given in Sweden. In his study, he points out the fallacies of tests which measured Negro intelligence resulting in inferior Negro scores. He also shows how, over a period of thirty-five years, the statements of social scientists have changed from early affirmations of "white superiority" to recent ones indicating a "fundamental equivalence in the intellectual attributes of all human groups." The report also includes statements on this matter by other distinguished social scientists and by such groups as the American Anthropological Association and the Society for the Psychological Study of Social Issues, a division of the American Psychological Association. A reference list of 122 publications is provided. An appendix containing summaries of conclusions of studies undertaken from 1914-1951 is also included.

Our Junior High Schools—What Are They Like? Philadelphia 3: School District of Philadelphia. Secretary and Business Manager, Parkway at Twenty-first St. 1956. 33 pp. Illustrated. 40c. This is intended to follow the pamphlet, What Are Adolescents Like? (15 pp., 33c.) which was published in 1954. The first publication describes the characteristics of young adolescents and lists their needs. This second pamphlet shows how the junior high schools try to satisfy the needs of the pupils, while keeping at the forefront their nature and characteristics. Because the junior high schools are planned for pupils of a certain age, they must necessarily be designed in terms of those needs. Each of the eight peculiar needs of early adolescents is explained, and the efforts of the school to meet each need are illustrated. A summary gathers together the outstanding functions of the junior high school. Philadelphia principals planned the publication to explain the purpose and the nature of the junior high schools. Both teachers and parents studied the first pamphlet and will use this one in the continued study.

Our World of Flight Series by the National Aviation Education Council, 1025 Connecticut Ave., N. W., Washington 6, D. C. In line with their program of integrating aviation in the school curriculum, the Materials of Instruction Committee of the National Aviation Education Council has available three booklets:

English Teaching Aids for a Stronger America (1955. 104 pp. 75c). This booklet prepared by the Illinois Curriculum Program—Aviation Education, provides English teachers with a wealth of study material to enrich their

existing program. It is one of a series which secondary-school teachers may use as an instructional aid for aviation education. The booklet is divided into three parts: an introduction, suggestions for teachers, and teaching English through aviation. Included also is an annotated bibliography. Part I discusses the objectives, Part II outlines projects so that pupils may gain an appreciation of the records of human adventure in aviation and an enjoyment of reading and expression.

Mathematics Teaching Aids for a Stronger America. (1955, 80 pp. 75c). Prepared as part of the Illinois Curriculum Program-Aviation Education Project, this booklet will enable mathematics teachers to enrich their study programs by creating in the student an awareness of the various applications of mathematics to aviation. It is one of a series which secondary-school teachers may use as instructional aids for aviation education. The booklet has two main divisions. Part I gives illustrations of some of the uses to which aviation materials and aviation data can be put in teaching a selected group of the topics of mathematics. These topics are: measurement: fractions, decimals, and per cent; graphs; angles and triangles; circles and spheres; formulas; ratio, proportion, and similarity; indirect measurement and numerical trigonometry; and equations. Part II presents three study guides concerning the relationship of mathematics to aeronautics, aerial navigation, and the consumer of aviation goods and services. Following the guides is a brief listing of suggested pupil activities, and a bibliography which lists a variety of teaching and learning aids pertinent to the subject. An annotated bibliography at the end of the booklet contains a description of each of the aviation materials named as useful teaching aids in Part I and Part II.

Science Teaching Aids for a Stronger America. (1955. 96 pp. 75c). This booklet, also prepared by the Illinois Curriculum Program—Aviation Education, includes an introduction and suggestions for teachers. The organization and suggestions presented herein follow the same general pattern of the two booklets described above.

RANDALL, C. B. A Businessman Looks at the Liberal Arts. White Plains, New York: The Fund for Adult Education, Box 56, North Station. 1957. 52 pp. A businessman presents his ideas about liberal education. Each year since 1953 the President and Fellows of Harvard College sponsors a series of lectures on liberal education. Each year a distinguished person who has helped to advance the cause of liberal adult education is invited to give these lectures on its significance and its implications. The institution selected as host for the lectures is one which has an active interest in liberal education. Also available from the same source is Liberal Adult Education, a series of five speeches discussing what liberal education for adults is and why it is important.

Regional Action for Professional Progress. Lexington: University of Kentucky. 1956. (Dec.). 161 pp. \$1. Tells the story of the Southern States Co-operative Program in Educational Administration. The story is told in four sections. The first section describes the background of the nation-wide and Canadian movement financed, in part, by the W. K. Kellogg Foundation which came to be known as the Co-operative Program in Educational Administration. It goes into some detail in describing how the Southern Regional Program took shape, was organized, and carried on. Section II is devoted to a presentation of the major outcomes of the program. It is organized according to major work outcomes of the program and according to major work phases of the SSCPEA. The third section is an appraisal of the outcomes described in the previous

section. Section IV consists of a listing of certain personnel involved in the program and an annotated bibliography of publications which were produced as a part of the SSCPEA.

SMITH, G. B. Who Would Be Eliminated? Lawrence: University of Kansas, Dean of School of Education. 1956. (Dec.). 28 pp. A study of selective admission to college.

A Study of the Scientific Manpower Problem of the United States. Akron, Ohio: The B. F. Goodrich Co. 1956. 26 pp. A study which shows various factors that affect the supply and demand of scientists and engineers in the United States which, when projected into long-term trends, indicate how the science and engineering manpower picture will appear during the next twenty years.

Summary Statistics on Engineering Enrollments and Degrees: 1956. Circular No. 491. Washington 25, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education. 1956. (Dec.). 4 pp. free. A summary of the 8th annual survey of engineering enrollments and degrees conducted by the U. S. Office of Education.

Technological Advances and Skilled Manpower. Washington 25, D. C.: Supt. of Documents. 1956. 71 pp. 45c. An annotated bibliography listing selected current items of a relatively non-technical nature giving information and points of view of representatives of management, labor, education, and others concerned with this problem.

UREY, H. C. The Intellectual Revolution. Pittsburgh: Chatham College. 1956. 23 pp. An address by Dr. Urey on the occasion of the 25th Anniversary celebration of the Chatham College Louise C. Buhl Hall of Science in which he discusses the revolutionary change in our ideas produced by the growth of scientific knowledge among the specialists in scientific fields, and the gradual diffusion of these ideas to the general public.

Yesterday at NEA. Washington 6, D. C.: National School Public Relations Association, Rm. 811, 1201 Sixteenth St., N. W. 1956. 32 pp. 25c. Shows how the National Education Association has built a profession and enriched a nation.

Your Opportunities in Industry as a Skilled Craftsman. New York 17: National Association of Manufacturers, 2 E. 48th St. 1956. 32 pp. Free. Covers the scope, content, and importance of apprentice training and cites the immediate values of vocational-industrial and industrial arts training in helping a youngster get a head start on skill development. The booklet, profusely illustrated with photographs and drawings, describes six vital craft specialists in detail: millwright, tool maker or die maker, maintenance electrician, allround machinist, pattern maker, and draftsman. It indicates how the student can best prepare himself for an apprentice program while still in high school and points out the courses and special aptitudes required for skill development. Opportunities open to the skilled craftsman in metal working, electronics, automation, and atomic energy are related, along with special, individual projects which help the student measure and determine his own qualifications for entry into the skilled trades.

In the section entitled "Opportunities in Atomic Energy," this booklet notes that "from three to six skilled craftsmen are needed for every scientist and engineer on the atomic energy team. Wood craftsmen, core makers, plumbers, steamfitters, welders, mechanics, glass blowers, and electronics specialists are in growing demand to help set up atomic plants and in the machine shops associated with nuclear research."

News Notes

HAPPY BIRTHDAY, NEA!

That's what they will be singing and saying all over the country on April 4 when NEA holds its Centennial Birthday Celebration—nation-wide. It reminds us of the wee one who was overheard on her fourth birthday singing, "Happy Birthday to Me! Happy Birthday to Me!" Except that we would say it, "Happy Birthday to Us!" For it is very much our birthday. Plans are underfoot all over the nation for local birthday celebrations. Margaret Stevenson, Executive Secretary of the Department of Classroom Teachers and Chairman of the Centennial Birthday Party Committee, reports that thousands of local affiliates of NEA will be holding celebrations simultaneously. Committees are at work on program, invitations, hospitality, decorations, and tickets, with the expectation that the National Parties will be memorable. April 4 will be here soon. Why not begin cultivating that "Happy Birthday to Us" feeling and be ready for a really big and hearty greeting when the great day arrives!—Staff Line.

FEDERAL SCHOOL LEGISLATION

The National Education Association, an active supporter of Federal legislation for emergency school construction, is now launching renewed activities to bring about passage of appropriate legislation in the 85th Congress. The NEA's Legislative Commission, meeting with the state chairmen for Federal relations in Chicago on December 9, adopted a statement of basic principles it believes should be seriously considered in any such measure. These five principles, which reflect NEA policy in this area of vital concern, are given here.

Principle No. 1—Federal grants for public school construction should be made to states on an objective basis which assures no diminution of state and local effort. These funds should be administered by the United States Office of Education, channeled through official state education agencies, and distributed as provided by state law.

Principle No. 2—Traditional local and state control over public education should be assured by specific prohibition against interference by the federal government in the program, personnel, curriculum, or administrative policy of the schools. Legislation to enforce compliance with the decisions of the United States Supreme Court on the issue of segregation in the public schools contradicts the principle of federal aid without federal control. For this reason, compliance with the decisions of the Supreme Court should be the responsibility of the lower courts in the manner described by the United States Supreme Court.

Principle No. 3—An adequate emergency school construction program requires large-scale federal grants. To supplement this direct aid, the bill should provide for federal purchase of school bonds in districts where such bonds are not readily marketable at reasonable rates of interest.

Principle No. 4—In addition to direct grants in aid, an emergency school construction bill should include federal funds to assist the states to administer the program effectively and to provide state studies as a basis for future solutions to the problem.

Principle No. 5—An emergency school construction bill should apportion funds to all states using a formula that combines flat grants based on schoolage population, as determined by the census of the United States, with equalizing grants based on generally accepted indexes of state financial ability.

FELLOWSHIPS FOR HIGH SCHOOL SCIENCE AND MATHEMATICS TEACHERS

This is a two-part program totaling \$61,000 in grants to universities and colleges to encourage able young people to undertake careers of teaching science and mathematics in high schools. The purpose is to encourage and support better teaching and to attract more qualified teachers. There has been a steady decline in the number of teachers in these fields while the future of the nation's scientific manpower and scientifice education depends to a large degree on the number of well-trained high school graduates. It is during high school that most students begin to form their decisions on careers and they need guidance and inspiration from highly skilled teachers.

About \$53,000 of this fund has been awarded to seven institutions for fellowships which they will award to college graduates who wish to take additional work necessary to prepare for teaching science or mathematics in high schools. Each fellowship provides a living stipend of \$1,200 plus tuition. In the case of private institutions, an additional grant is made to the school. The total grant to each institution varies according to local circumstances. They are for the 1957-58 academic year. The grants follow: Six fellowships each at University of Chicago for \$13,200, Cornell University for \$12,000, and Harvard University for \$13,200; two fellowships each at Indiana University for \$2,800, University of North Carolina for \$3,000, St. Louis University for \$3,900, and Vanderbilt University for \$4,400. The remaining part of this program awarded \$4,000 each to Mount Holyoke College and Swarthmore College. This will provide 10 scholarships at each of these two colleges and is designed to enable students majoring in science or mathematics to take summer courses immediately before and after their senior year, which with their regular college work, will equip them to teach the autumn after they are graduated. This means they would get the training without a fifth year of attendance at a college or university. An experiment along this line was tried at Mount Holyoke College last summer and was so successful that Du Pont decided to renew it there and extend it to Swarthmore College.

Summer Fellowships for High School Teachers

In a separate action, the company awarded \$65,500 to five institutions in fellowships and other contributions for their 1957 summer programs for high-school teachers of science and mathematics. All are intended to assist high-school teachers who attend summer sessions at those institutions to work on advanced degrees. Du Pont's purpose is to encourage greater emphasis on the study of science and mathematics along with the courses on teaching. All of these summer sessions do so.

Plans being arranged by the institutions vary considerably and the grants vary to meet their needs. All awards include fellowships to be given to teachers selected by the universities plus, for the most part, supplementary grants to the school. The Fellowships awards are as follows: 30 (totaling \$23,000) at Case Institute of Technology; 16 (totaling \$10,500) at Columbia Teacher's College; 16 (totaling \$7,500) at University of Delaware; 20 (totaling \$12,000)

at Harvard University; and 16 (totaling \$12,500) at Ohio State University. Stanford University is another of these institutions receiving grants from the National Science Foundation to help in providing Academic Year Institutes for the supplementary training of high-school teachers of science and mathematics. The University will conduct its Institute during the school year from September 23, 1957, to June 15, 1958. This represents one part of the effort being made to increase the interest in and the effectiveness of science and mathematics teaching.

In order to enable teachers to attend the Institute at Stanford University, fifty stipends are to be awarded to science and mathematics teachers. Each successful applicant for a stipend will receive full tuition (\$750), a basic stipend for the year of \$3,000 plus \$30 per month for each dependent (maximum of four). He will further receive \$50 for the purchase of books, and a travel allowance approximately equivalent to two round-trip rail coach fares (maximum \$160). He will take at Stanford University a selection of courses in his subject field and a course in education. These will be carefully chosen to suit his individual needs, and he will receive appropriate academic credit.

INSTITUTIONS FOR MATH TEACHERS

Two University of Chicago institutes for high-school teachers, made possible by grants of the National Science Foundation, have been organized for this summer and for the 1957-58 academic year. Both institutes are designed to assist high-school teachers in keeping abreast of newer mathematical concepts and teaching methods. Indirectly the purpose of the institutes is an increase in students who will be directed toward careers in mathematics, science, and engineering as a result of the special study by their secondary-school teachers.

Alfred L. Putnam, associate professor, and chairman of the mathematics staff of the College of the University of Chicago, will direct a 6-week summer course for 50 teachers, opening June 24. Eugene P. Northrop, William Rainey Harper Professor of mathematics in the College, will conduct a full academic year institute for 30 high-school teachers, opening in October.

The National Science Foundation grants provide stipends to teachers of approximately \$75 per week, plus allowances for travel, books, and dependents. Application deadline for the summer quarter institute is April 1; for the academic year institute, February 21.

SCHOLARSHIPS FOR SCIENCE TEACHERS

Fifty high-school science teachers will receive financial assistance from the National Science Foundation while attending a summer science institute at Baylor University, Waco, Texas, June 3 to July 26. The institute is open to high-school teachers of biology, chemistry, physics, and general science. Enrollment for the course will not be limited in geographical area. Applications must be received by Baylor before March 10. A special committee of deans and various department heads at Baylor will work with Dr. B. C. Brown, institute director, in making final selections.

Stipends will be \$75 per week to each teacher selected. There will be about 150 dependency allowances amounting to \$15 per week for each dependent along

with a travel allowance up to a maximum of \$80 for each recipient.

Attendance at the course is not limited to those who win stipends, however. Any high-school teacher may attend. Baylor is preparing for a total of approximately 70 teachers.

The three-fold purpose of the institute is: (1) to improve the subject matter competence of teachers of high-school science; (2) to strengthen the capacity of these teachers to motivate students toward considering careers in science; (3) to bring those teachers into personal contact with highly productive scientists who make up the staff of the institute, with the view of stimulating interest and increasing their professional prestige.

Curriculum of the course includes lectures, demonstrations, and discussions in biology, physics, and chemistry. Lectures and demonstrations will be conducted in the forenoons, and the afternoons will be devoted to laboratory work, field trips, and discussions of topics of interest to the participants. Students must consent to take at least two courses to be considered for the stipend. They may take either two institute courses or one institute course in the regular Baylor summer school program.

TWENTY-ONE SOVEREIGN NATIONS TELL ABOUT THEMSELVES

Since 1949 the twenty-one nations of the Organization of American States have published a monthly magazine on inter-American affairs very appropriately named Americas. All of the twenty-one nations are represented on its editorial and business staff. It is, therefore, a composite, a blend of the thought and heritage of South, Central, and North America. Its blood-lines reach back to Europe, Asia, Africa, to pre-historical America. There is a special flavor to Americas. Articles are written by recognized authorities on a vast miscellany of subjects. In text, in photographs, in caricatures, in cartoons, in wood cuts, in line drawings, in reproductions of paintings, Americas brings stories of remote-in-time cultures like the Incan, the Mayan, and the Aztec, and of old cultures still in existence in out-of-the-way places. This monthly publication appears in 3 editions—in English, Spanish, and Portuguese. The subscription rate is \$3 per year. Subscriptions should be sent to Pan American Union, 19th St. and Constitution Ave., N. W., Washington 6, D. C.

SUPERVISION

Louis A. Schuker, Principal of the Jamaica High School, 168th St., and Gothic Drive, Jamaica 32, New York, has recently prepared, in outline form, an excellent brochure on supervision. It presents ideas on such areas as changing conceptions, purposes, means, principles, techniques and services, and other supervisory devices. We are informed that requests for single copies will be honored as long as the supply of copies lasts.

Also available is a 19-page paper on "Discovering the Individual in Large Classrooms" by Joseph Mersand, chairman of the English and Speech Departments of the Jamaica High School. Dr. Mersand presented this paper at a recent meeting of the National Council of Teachers of English. He too will send single copies, as long as his supply lasts, to those sending requests to him.

GROUP LEADERSHIP TRAINING

National Training Laboratories this summer will conduct its Eleventh Annual Summer National Training Laboratory in Group Development at Gould Academy, in Bethel, Maine. For the past decade the Division of Adult Education Service of the National Education Association has been serving our nation's growing need for practical, effective, and democratic leaders in all occupational fields. Whether in industry, government, education, civic groups, or labor, research indicates that effective leadership depends on face-to-face

working relations in small groups. The two 3-week summer laboratory sessions at Gould Academy are devoted to the more effective development of human relations knowledge, insights, and research on the part of various professional and volunteer leaders. The dates of these two sessions are June 16-July 5 and July 14-August 2. This year, 300 persons will be chosen to attend—with 150 persons admitted to each of the sessions.

The National Training Laboratory in Group Development is sponsored by the National Training Laboratories of the Division of Adult Education Service of the National Education Association Washington, D. C. For its faculty it draws persons from both educational and applied fields. This summer's faculty will come from such institutions as the Universities of Boston, Chicago, Columbia's Teachers College, Delaware, Michigan State, Minnesota, New York, Ohio State, and Texas, as well as Massachusetts Institute of Technology.

The purposes of this intensified training program are as follows: (1) to develop increased sensitivity to human relations situations; (2) to develop the ability to diagnose the causes of human relations problems; (3) to practice the problem-solving skills of an effective leader; (4) to study problems of intergroup relations and organizational conflict; and (5) to plan for effective work in the community. This year the Laboratory will go more deeply into the whole problem of community leadership training than in the past, as well as training for leadership in organizations, and in staff, committee, and discussion groups.

The combination of research, training, and democratic action is the cornerstone of the work of the National Training Laboratories, whose laboratory approach to training is rapidly gaining recognition in Europe, in South America, and the Orient as well as in the United States and Canada. For further information write to: Mrs. Aieleen Waldie, National Training Laboratories, 1201 Sixteenth St., N. W., Washington 6, D. C.

HAVE YOU READ?

"Ten Years of Research on the Core Program" by Grace Wright (The School Review, Dec. 1956, pp. 397-401)***** "One Hundred Ways of Improving Reading" by Mae P. Hull (High Points, Oct. 1956, pp. 5-15)***** "The Pros and Cons of the Special Reading Class" by Lawrence W. Carrillo (pp. 450-54), "An Approach to the Faculty Meeting Dilemma" by Chas. R. Lewin (pp. 455-56), "Current Events and Materials in Business Education" by E. Dana Gibson, and "A Neglected Phase—Education on Wheels" (How to Organize Field Trips) by Nicholas C. Polos (pp. 446-49), (all from the Dec. 1956 issue of The California Journal of Secondary Education)**** The article in the January 1957 issue of the Nation's Schools on the desegregation issue entitled "Caught in the Crossfire" by Glen Robinson.

SAFE WINTER DRIVING

High-school students made up more than half the first-year audiences to view a new winter driving safety movie, Don't Skid Yourself, in which the world's only woman test driver demonstrates how to get out of a skid on snow or ice. The 13-minute film, which won an award from the National Committee on Films for Safety, has been praised by instructors as an "excellent educational aid" for illustrating safe, winter driving practices to students enrolled in driver education courses. Produced by the Ætna Casualty and Surety Company, Council and also points up the safe driving techniques that should be observed on snow and ice-covered highways.

Miss Betty Skelton, nationally known woman test driver, slides through one sequence to show the correct method of handling a skidding car—steering in the direction of the skid and pumping the brakes until the car is brought under control. The film also points up the little-known fact of temperature inversion, showing that highways coated with snow and ice are more treacherous when the temperature is around 32 degrees than when near the zero mark. Other research tests made by the Winter Driving Hazards Committee aid in determining how fast a car can be turned on ice without skidding and how far it takes to stop a vehicle on ice and on snow with different types of winterized tires and tire chains.

Filmed on frozen Pine Lake in Wisconsin, Don't Skid Yourself is the first movie made featuring the passenger car tests conducted by the Winter Driving Hazards Committee as a part of its program to develop improved equipment and behind-the-wheel techniques for winter driving. Don't Skid Yourself may be obtained for group showings on a free-loan basis from the public education department of the Ætna Casualty and Surety Company at Hartford, Conn., or through any local Ætna representative.

NEW IDEAS IN TEACHING SCIENCE

A new approach for the teaching of high-school science will be sought with the support of a grant of \$303,000 by the National Science Foundation to the Massachusetts Institute of Technology. With a three-day conference at M. I. T. leading scientists and secondary-school educators inaugurated a program which they hope will result in new teaching effectiveness and attracting more young people to the crucial field of science. Representatives of Harvard University, California Institute of Technology, Cornell University, the University of Illinois, and Bell Telephone Laboratories are joining with M. I. T. faculty members and secondary-school educators in the project.

"The Foundation has long realized the need of teachers of secondary-school science for better textbooks, better materials, better instruction techniques," Alan T. Waterman, director of the National Science Foundation, said in announcing the grant. "Teachers need up-to-date tools to do a competent teaching job. We believe, however, that we must make a broad attack on the problem, rather than approach it on a bits-and-pieces basis."

New laboratory equipment, films, textbooks, and even do-it-yourself laboratory kits for experiments at home are to be considered as possible means of exciting greater enthusiasm for science, especially in high schools where courses in physics and chemistry have begun to languish. But to begin with, the primary consideration is the question of what should be taught, according to Dr. Jerrold R. Zacharias, M. I. T. professor of physics, who is chairman of the steering committee organizing the project. Physics and chemistry are not static subjects and should be taught in a way that will enable students to comprehend exciting, new developments, he explained.

Dr. James R. Killian, Jr., president of M. I. T., said: "It is now becoming recognized that the current fashion of blaming the shortage of scientists on the shortage of competent teachers in the secondary schools is not a wholly adequate explanation. The shortage of competent science teachers has a major part to play in our shortages, but there is the other factor that the teaching materials available to the teachers have not kept pace with the rapid advances in science and the standards it now requires.

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"Secondary school teachers and college teachers of science and mathematics must joint forces to devise new courses, new texts, new teaching a do which will eliminate outmoded concepts, inadequately defined units, lack of coherense and which, instead, will provide both teachers and students with more penetrating and richer scientific content,"

PRESIDENT'S COMMITTEE ON EDUCATION

The Mid-Atlantic Regional Conference of the President's Committee on Education Beyond the High School will be held April 30 and May 1, 195" at New York University's Washington Square Center. Some 300 educators and laynon from New York, New Jersey, Pennsylvania, Delaware, Puerto Rico, and the Virgin Islands will participate in the two day meeting. NYU will be the host institution, and the Middle States Association of Colleges and Secondary Schools, regional accrediting organization, will be co-sponsor.

The Committee is concerned with all forms of education beyond the high school. These include not only the programs of the four-year colleges and universities, the two-year colleges, technical institutes, trade schools, proprietary schools, and home study schools, but also adult education, apprentice training, and training within the armed services and business and industry

Two key factors cited by the Committee in its first interim report to the President are the country's increasing school-age population and current trends indicating that many more adults will require educational opportunities within a few years. The Committee also said that the coming regional conferences are expected to outline relationships between post-high school educational policies and the national welfare, delineate each region's most pressing problems, list the next steps which should be taken regionally and within individual states to resolve these problems, summarize the conclusions on which action should be based, and identify the relationships that should exist between the Federal government and education beyond the high school.

NAWDC CONVENTION

The National Association of Women Deans and Counselors (NAWDC) of the National Education Association has announced that the theme for its annual convention in San Francisco, March 20-April 1, 1957, will be "Education and Freedom -A Dynamic Relationship." The theme was chosen as a salute to the NEA Centennial, reports Barbara Catton, NAWDC executive secretary. Approximately 600 women deans, principals, guidance, and personnel directors from high schools, colleges, and universities in all parts of the nation are expected to take part in meetings in the Fairmont and Mark Hopkins Hotels.

ANNUAL NOTM MEETING IN PHILADELPHIA

The much-disputed subject of whether or not the nation's school children are being taught enough, not-enough, or too-much mathematics will get a general airing when approximately 1500 educators gather in Philadelphia, March 27-30, 1957, for the 35th annual convention of the National Council of Teachers of Mathematics (NCTM). M. H. Ahrendt, NCTM executive secretary, reports that the convention program committee, being well aware of the increased interest in and importance of mathematics in present day society, has arranged to bring to all convention participants reports on significant aspects of mathematical education. These reports are on such subjects as new twentieth century mathematics, new procedures for teaching meaningful structure of



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mathematical concepts, necessary revisions of content, and new programs for college preparatory study. Outstanding leaders in mathematics education will present the reports.

ANNUAL MEETING OF DESP

The Department of Elementary-School Principals of the National Education Association will hold its 1957 annual meeting in Cincinnati, Ohio, March 24-27. "Improving Educational Opportunities for Children" is the theme of the meeting and will be developed through clinic sections dealing with specific content areas of the curriculum and related topics, general sessions highlighting a number of nationally known speakers and specialists, panel discussions, and a series of small assemblies featuring current educational problems and trends.

William G. Carr, NEA executive secretary, will deliver the keynote address at the opening general session, Sunday afternoon, March 24. Speakers for succeeding general sessions include Andrew J. Holt, vice-president of the University of Tennessee, Nashville; LeLand Jacobs, professor of education, Teachers College, Columbia University, New York; and John Furbay, Director of Air World Education, Trans World Airlines.

Nineteen major areas, covering a wide variety of topics, have been subdivided into about seventy-five clinic sections to develop the conference theme. Some of the topics to be discussed are: reading, social studies, science, language arts, arithmetic, physical fitness, art, music, and working with exceptional children. Additional features of the DESP conference include a pageant commemorating the Centennial of the National Education Association. A cast of over 200 teachers and principals from the Cincinnati public schools and surrounding areas will take part in the production which will be under the direction of Merrill Van Pelt, supervisor of instructional music, Cincinnati Public Schools.

HEART PUZZLE TEACHING AID

A new teaching aid, The Heart Puzzle, designed for upper elementary grades and junior high-school classes, re-inforces the teacher and the textbook in explaining how the blood circulates through the heart. Available from the American Heart Association or its affiliated Heart Associations, the new teaching aid stimulates students to map the blood flow through the heart with the aid of red arrows for freshly oxygenated blood and blue arrows for venous blood. The pumping action of the heart is made clear in a simple drawing which divides the heart into its chambers. It also shows the valves, great veins, the aorta, and pulmonary artery.

Red and blue arrows are to be detached from a gummed, perforated sheet, and then pasted into the proper heart chambers, arteries, and veins. Drawings illustrating the size of animals' hearts—from a mouse to a giraffe—complete the *Heart Puzzle*. A guide for teachers, suggesting possible classroom uses of the new teaching tool and listing other resource materials, available from the American Heart Association, 44 East 23rd St., New York 10, accompanies the puzzle.

FILM ON THE SALK VACCINE

The Division of Public Education of the National Foundation for Infantile Paralysis, 120 Broadway, New York 5, has available, on a free-loan basis, a 16mm sound film entitled *Unconditional Surrender*. This new and novel film was developed as part of the nation-wide educational campaign to urge young

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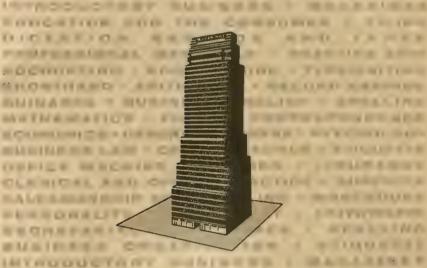
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INTERDMENTAL SUCCESSOR - SACREMENT

people and adults to be vaccinated against paralytic polio. It show the actual manufacture and testing of the Salk vaccine. It is a dramatic less of an econe for the student and layman. The film is suitable for high-school and college audiences, as well as for adult groups. It is an ideal tool for the teacher of health or science. It is available in 24- and 14-minute versions.

THE AP AND GA CONVENTION

Detroit, the world's largest industrial center, is the meeting place for the American Personnel and Guidance Association's 1957 convention to be held at the Hotel Statler, April 15-18. Theme of the convention is "The Ird.vedual' Role and Industrial Change" A highlight of the meetings will be a luzabeon address by Walter Reuther, President of the United Automobile Worker-

In keeping with the industrial setting, a featured panel will discretion automation affects the individual. Top industrial leaders are scheduled during the four-day convention. Guidance and personnel workers attending this convention will get an opportunity to see for themselves what guidance resources industry has to offer and how industrial personnel programs function

International developments in guidance and personnel services and counseling at the elementary, secondary, and collegiate levels will also be a topic for discussion. Included also will be a demonstration clinic on rehabilitation counseling for the disabled; a discussion of the religious development of college students; and an appraisal of multiple aptitude testing by publishers and users. Further information may be obtained by writing Dr. Arthur A. Hitchcock, Executive Secretary, APGA, 1534 "O" Street, N. W., Washington 5, D. C.

SCIENCE TEACHERS ADVISE MCA

A group of thirteen leading science supervisors, principals, and instructors met at the Sheraton-McAlpin Hotel in New York City to review plans for a program of assistance to senior high-school chemistry teachers and students, sponsored by the Manufacturing Chemists' Association, Inc. The program scheduled for pilot-testing next spring is designed as a part of the over-all aid-to-education activities of the MCA which represents virtually all members of the nation's chemical industry. The senior high-school program will follow on the heels of a similar Association program now widely used by general science teachers and students at the junior high-school level.

Other features of the comprehensive program include a College Chemistry Teachers Awards Program to be held during 1957, and a Community Education Cooperative Program whereby the MCA will provide assistance to its member companies in carrying out education activities at the local level.

UNIQUE GEOLOGICAL GLOBE

A unique globe, designed to show the geological structure of the earth's crust and its fiery interior, has been designed and constructed by Rand McNally & Company, Chicago. The globe, which is six feet in diameter, took three years to make and was built at the special request of the Royal Ontario Museum, Toronto, Canada, for use as a permanent exhibit in the geology gallery. The globe cost \$20,000 and was donated by the J. P. Bickell Foundation. In pointing out the globe's unusual features, Frederick G. McNally, vice president of Rand McNally, explained that the sphere will revolve continuously with the top half slowly lifting every three minutes to expose the fiery center of the earth. The earth's interior is illuminated plastic with coloring blending

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PATTERNS OF EDUCATIONAL LEADERSHIP

by Dr. Vivienne Anderson, State Department of Education, Albany, N. Y., and Dr. Daniel R. Davies, Teachers College, Columbia Univ.

Here is a new text dealing directly and effectively with the actual problems that continually confront the school administrator. The authors use actual incidents to illustrate their points, following them by questions and their interpretations of the implications for leadership. This is a welcome relief from the abstract, theoretical discussions that usually fill books of this type.

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from orange to blue-white. When opened, it reveals scientists' conception of the temperature, intensity, and composition of the earth's core.

Only one city. Toronto, is named on the globe. Although no political divisions are shown, the globe locates 1,200 mountains, rivers, waterfalls, islands, ocean depths, glaciers, mountains and mountain heights in new merged relief style, volcanos, and meteorites. The upper and lower hemispheres of the globe are made of 1/8 inch aluminum. The entire unit weights 1,000 pounds. The globe's mechanism for turning the sphere is located in an angle iron frame which will be permanently anchored to the floor of the museum. The lifting mechanism is built within the upper and lower hemispheres.

100 YEARS AGO

Concern over the 3Rs was expressed just as vocally 100 years ago as it is today. In 1857 an educational journal complained that "reading is worse taught than any other branch" and that "penmanship now-a-days is very inferior in point of neatness, clearness, and legibility to what was commonly seen twenty or thirty years ago." A meeting of the National Education Association in 1907 heard a speaker sum up pupil achievement this way: "We all know that children can't spell as well as they used to spell, that only one in a hundred can add and subtract with the facility of our fathers when they were boys."

Health had no place in the school curriculum 100 years ago and it wasn't until 1907 that Los Angeles became the first city to require annual health examinations for school children. The National Education Association endorsed health examinations and the employment of school nurses in 1914.

The National Education Association, celebrating 100 years of progress in education, cites these discipline rules enforced in a North Carolina school a century ago:

Boys and girls playing together-4 lashes

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For calling each other liars-4 lashes

For blotting copy book-2 lashes

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For giving each other ill names-3 lashes

For climbing every foot over three feet up a tree-1 lash

For doing any mischief—7 lashes

BRIGHT IDEAS FOR YOU

Once each month, Supt. J. W. Bushong, Grosse Pointe, Michigan, prepares for local newspapers a batch of brief stories, most of them one or two sentences in length, which are used as fillers or one-paragraph briefs. Each story tells some brief fact about enrollment, school program, or curriculum. Some items have a news peg; most of them are time copy. Editors like the squibs and Supt. Bushong is happy because the briefs often are read by more persons than are longer stories.

A new campaign wrinkle added at Peoria, Illinois, after five successive unsuccessful attempts to raise the school tax rate was a coffee klatch. More than 10,000 women gathered simultaneously in 1,000 homes to discuss the school

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932 Dakin St., Chicago 13, Illinois 268 Norman Ave., Brooklyn 22, M. Y. 1641 N. Allesandro St., Los Angeles 26, Calif. situation and to watch a special TV program sponsored by a citizen campaign committee. At the polls, 87 per cent of the registered voters turned out; the issues passed with a 12 per cent margin.

When a staff member balked noisily about having teachers at Amarillo, Texas, join with the Junior League and Amarillo Globe-Times in publicizing a "Teacher of the Week" on grounds that it was "unprofessional" and that physicians would never permit such publicity, Public Relations Director Bill Baxter showed him a big feature spread about the American Medical Association's "Outstanding Family Doctor of the Year." The grumbles ceased.

MASSACHUSETTS PREPARES MANUAL FOR PRACTICE DRIVING INSTRUCTION

Lesson Plans for Practice Driving Instruction is the title of a new manual prepared for Massachusetts driver education teachers. Written by Eugene J. Fanning, with help by Joseph S. Aversa and Joseph J. Pritchard, the 18-page, mimeographed manual consists of ten lessons in developing driving skills. Each lesson outlines detailed steps in teaching a particular maneuver. The lessons include: "Instruments, Switches, and Controls," "Driving Straight Ahead and Shifting," "Clutch Control," "Teaching the Student To Stear," "Making Right and Left Turns," "Driving in Reverse Gear," "Starting on Upgrade," and "Turning Car Around." A review guide completes the manual. For further information, write to the Massachusetts Registry of Motor Vehicles, 100 Nashua St., Boston, Mass.

JUVENILE DELINQUENCY

The Eisenhower administration plans to renew its proposal to Congress for Federal grants to the States to help attack the growing problems of juvenile delinquency, Marion B. Folsom, Secretary of Health, Education, and Welfare, states. Mr. Folsom said the proposal would call for three types of grants to be made to the states, for a period of five years, to encourage improvements in police, court, detention, probation, and special social services required in the control and reduction of juvenile delinquency.

In its major purposes, the proposed legislation is similar to an administration bill (S.894) introduced in the 84th Congress, which failed to pass. The Federal grants, to be matched by the states, would be administered by the Children's Bureau in the Department of Health, Education, and Welfare.

"Although the amounts involved would be modest," Mr. Folsom said, "we believe the grants would have a constructive effect in the total effort against juvenile delinquency." One type of grant would help states and institutions of higher learning undertake a variety of training activities, to provide more trained personnel to work with delinquent youth. A second type would be for demonstrations or studies of regional or national significance, such as work with frequent repeater cases. The third type of grant is intended to encourage state and community efforts to raise standards of work with delinquent-prone youth and with those adjudicated delinquent.

"For seven consecutive years," Mr. Folsom commented, "the number of delinquent youngsters appearing in juvenile courts has gone up. These cases have reached their highest peak in our history—about one-half million in 1955. With a greatly increased child population, we are in danger, as a Nation, of seeing these numbers increase still further unless more effective measures are taken. Heavy responsibilities rest first with families, schools,

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churches, and various private organizations to help children develop in a normal, wholesome way." Mr. Folsom said. "Programs for the control of juvenile delinquency are indisputably the business of communities and states. However, it is clearly in the national interest for the Federal government to strengthen the hands of local and state governments in dealing with lawlessness among youth-a problem that President Eisenhower has so vividly described as 'filled with heartbreak.' "

In the past two years, Secretary Folsom noted, the Department of Health, Education, and Welfare has stepped up its research into causative factors behind juvenile delinquency, and has increased its Children's Bureau staff of consultants to agencies dealing with these youngsters. "We now have abundant evidence that simply offering technical assistance to these agencies is not enough to modernize methods of coping with delinquency. States and communities should have some financial encouragement—at least for a limited period—to develop new and more effective ways of working with these socially sick boys and girls. Hence, the grants which the administration is proposing."

A FOREIGN RELATION PROJECT

In July 1955, the North Central Association of Colleges and Secondary Schools received a grant of \$125,000 from the Ford Foundation for the development of an experimental program in foreign relations education for secondary schools. James M. Becker, North Central Association of Colleges and Secondary Schools, 57 Grand Ave., Chicago 10, Illinois, is Director of this Foreign Relations Project. The first stage of the experimental program was completed in June 1956. During the spring term of 1956 some 100 teachers and approximately 6,000 students from 32 secondary schools in six Midwest states participated in the program. During the 1956-57 school year about 500 high schools throughout the country have been invited to participate in the project. Under the conditions of the Ford grant, each pilot school is furnished with a classroom set of each of the titles of the Foreign Relations Series.

Social studies teachers are acutely aware of the need for providing highschool students with an understanding of the problems involved in foreign relations. They are the first to recognize the need for an enlightened citizenry, capable of voting intelligently and of participating actively in local, state, national, and international affairs. They are also aware that unless the high school provides for education in foreign relations, many young people assume the responsibilities of citizenry without adequate preparation. They often leave high school with little interest in this field and frequently with little opportunity for further study. The very current nature of foreign affairs requires a program that reaches beyond the typical social studies textbook. Although textbooks cover the history of America's foreign policy, it is impossible for them to include recent world events. Current events newspapers bring the most recent happenings into the classroom, but, as a rule, they do not provide the background necessary for a full comprehension of foreign policy. In order to arouse student interest in current foreign policy problems, teachers have had to outline a program of their own and have had to spend many hours in assembling appropriate current materials for classroom use. The teacher must decide what topics should be covered and must evaluate current materials to determine their usefulness to high school students. Even having completed this task, the teacher is still faced with the problem of providing sufficient Be sure to see the 1957 edition of

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background material to give students an understanding of basic foreign policy problems.

The Foreign Relations Project is an attempt to help teachers in this task. It is designed to serve as a unit in an American history course, a world history course, in problems of democracy, or similar secondary-school social studies courses. It is not an attempt to replace textbooks, but to supplement them.

Four booklets (81/2 x 7) have been prepared for use in the second stage of the project. Each is illustrated with maps and pictures and numbers about 48 pages. The booklets are not intended to comprise a complete course in foreign affairs, but to provide background material and current information necessary for understanding many of the foreign policy problems facing our nation today. The titles are: Our American Foreign Policy; American Policy and the Soviet Challenge; Chinese Dilemma; and Our Changing German Problems.

The pilot schools are a vital part of the Foreign Relations Project. Suggestions for modifications in the materials and reports of teaching techniques employed in the study of the booklets are invited from participating teachers. Teachers will be asked to evaluate the materials and the effectiveness of the program at the end of the school term. A number of teachers will be invited to participate in evaluation meetings. During the 1956-57 school year, the Director and his staff will visit a number of pilot schools. However, since several hundred schools are involved, contact with most schools will be maintained through frequent newsletters and progress reports.

COMMITTEE REPORTS ON TESTING PROGRAM

Early identification of students capable of achieving success in college, guidance of students into appropriate colleges and into appropriate fields of college work, and screening for admission—these are three important college goals in high-school testing, according to the Report of the North Carolina State Advisory Committee on Testing. The Committee recommends the following program:

- 1. A test of general ability to be administered at the ninth-grade level. Examples of the types we recommend are:
 - a. California Test of Mental Maturity.
 - b. Kuhlmann-Anderson Intelligence Test.
 - c. School and College Ability Tests (high-school level).
- 2. A test or tests of competence in English to be administered in the latter part of the tenth grade. Examples of the types recommended are:
 - a. Co-operative English Test, lower level (7-12). Use all three sections.
 - b. Barrett-Ryan-Schrammel English Test. If the Barrett-Ryan-Schrammel English Test is used, these three reading tests are suggested: Iowa Silent Reading Test-advanced form; the California Reading Testadvanced form; and the Kelley-Greene Reading Comprehension Tests.
- 3. A test of competence in reading to be administered in the latter part of the tenth grade. Examples of the types of reading tests recommended are:
 - a. Co-operative English Test, Section C. Reading Comprehension (lower level, 7-12).
 - b. Iowa Silent Reading Test-advanced form.
 - c. California Reading Test-advanced form.
 - d. Kelley-Greene Comprehension Tests.

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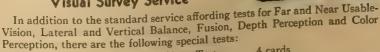
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- 4. A test of competence in mathematics to be administered in the latter part of the tenth grade. Examples of the types of mathematics tests recommended are:
 - a. For students having algebra-Co-operative Algebra Test, elementary
 - b. For students not having algebra-Davis Test of Functional Competence in Mathematics.

In addition to the foregoing program, the Committee strongly recommends the use of an achievement battery in the twelfth grade. There are three reasons for this recommendation: (1) It would be of help for students planning to go to college; (2) It would serve as some basis for evaluation of the individual student's program of work in high school; (3) It would serve as a basis of evaluation of the school program itself by the faculty.

General achievement batteries recommended for consideration by school systems are: (1) Essential High School Content Battery; (2) California Achievement Battery-advanced grades 9-14: (3) Iowa Tests of Educational Development (ITED).

THE GREAT BOOKS FOUNDATION

The Great Books Foundation is a non-profit educational corporation, organized in 1947 under the laws of the State of Illinois. The main purposes of the Great Books Program are these: to keep alive the common heritage of thought, sensibility, and faith which finds expression in the great books of our tradition; to give men, through reading and discussing the great books, a richer comprehension of what the good life can be; and to help them, here and now, to lead the good life for themselves, their community, and their nation. The foundation's job is to aid people in realizing these objectives for themselves by their own activities. Toward this end, it offers assistance in the following ways: training of discussion leaders; supplying publicity materials; aiding in the organization of community groups; publishing and making available the readings for each year in inexpensive boxed editions; and providing continuing assistance and advice to leaders and groups.

Within the first eight years of operation, the Foundation has been instrumental in forming and maintaining Great Books Discussion Groups throughout the United States and Canada. At present there are more than 1,700 groups with 26,000 members. The objective of the Foundation, to provide the means of continuing liberal education for adults, is implemented by a program of reading assignments and once-every-other-week discussions that go on progressively year after year, beginning each year with ancient, and coming down to relatively modern, works. There are no course credits, no distinctions on the basis of formal education, no examinations, and no graduation.

The end of liberal education is man, the individual-man, conscious of his relationships to his society and the universe around him. The Foundation believes that its program is the best way to attain this end; where adults meet as equals to discuss the books that set forth the basic enduring problems of all men and the most significant answers that men's minds have evolved to these problems throughout history.

Experiments with lists of readings for the Great Books Program were carried on for a period of years at University College, the downtown center of the University of Chicago. Subsequent experiments were made by the Foundation. The lists are still evolving and undergoing constant re-examination in

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light of the experience of the Foundation, group leaders and participants, and hundreds of co-operating agencies. In 1954 the first three years of reading materials underwent a thorough revision and were published in completely new editions in the spring of 1955. There are no tuition or registration fees for participants in a Great Books Group except where local institutions charge a fee. The Foundation, dedicated to the cause of free liberal education for interested adults, has undertaken to provide a uniform, inexpensive body of materials for reading and discussion. Boxed sets of the first six years of readings may be purchased directly from the Foundation for \$11 each. Approximately 40 per cent of the Foundation's annual operating expenses are met by income from books sales. Although it is not a requirement that participants purchase a set of books, they are urged to do so. For persons who cannot afford a set of readings and desire them, the Foundation will provide a set without charge.

One important function of the Foundation is to conduct Great Books Leader Training courses throughout the United States and Canada. These are a special series of meetings designed for those persons who are interested in leading a great books discussion group in their community. In the larger cities, these courses consist of ten two-hour evening sessions, meeting once a week, with from twenty-five to thirty adults attending. In smaller communities, six-session courses for a group of fifteen to twenty are offered. The Foundation staff also conducts orientation institutes-briefer courses for all persons interested in forming Great Books groups in very small communities. Complete information about the program may be secured by writing the Great Book Foundation, 37 South Wabash Avenue, Chicago 3, Illinois.

ADVISING STUDENTS ABOUT ENGINEERING

Nearly a hundred counselors, principals, and superintendents from high schools in all parts of New Jersey attended a meeting held at RCA's David Sarnoff Research Center at Princeton, New Jersey, to see and hear a group of engineers, industrialists, psychologists, educators, patent attorneys, research men, and technicians explain the manpower situation and demonstrate the technical process of applied engineering as it actually exists in America today.

The guidance counselors saw at firsthand the kind of work that engineers and technicians do in one of the world's leading research centers. They were conducted on a tour of the RCA Laboratories, and encouraged to ask questions pertaining to job requirements and personnel qualifications. In this way the educators were able to gain a better conception of how to advise high-school students seeking a career in engineering and technology.

At the morning meeting which preceded the tour, guest speakers agreed that the best way of solving the problem of a scarcity of engineers and technicians is to start early, at the seventh- and eighth-grade levels, in order to see that only those students enter engineering college who have the preparation and ability to pursue a successful career as an engineer. One of the problems presented was how to determine what students are qualified to go to engineering college. Dr. Johnson, who took an active part in the meeting, stressed that engineering colleges are looking for young people who have topnotch ability in mathematics and science, who possess excellent mathematical and reading skills, and who have the motivation to use their ability and skills effectively in college. Students usually decide on an engineering career, Dr.

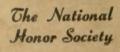
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Johnson said, because of the initially high salaries offered, good high-school grades, or general interests. Any one of these reasons is not enough, he added, to help a student make a true appraisal of himself.

Dr. Johnson referred to a set of questions and answers he had prepared entitled "Do I Have Engineering Aptitude?" Designed for use in self-analysis by young men 16 to 25 years of age, the test includes such questions as: Have my grades in high-school mathematics been in the top third of my class? By the time I am graduated from high school will I have completed successfully the units of mathematics I need to enter the engineering college of my choice? Have my grades in high-school English courses been in the top half of my class? Do I like to improve things? Can I visualize objects in three-dimensional form? and so on.

He explained that admissions officers of engineering schools base their selection of college freshmen in large part on mathematics and verbal aptitude test scores. For this reason it is critical that more mathematically and scientifically oriented high-school students be identified early so that they can have the opportunity to take the appropriate sequences of mathematics, science, and English to prepare them to meet the admissions requirements of most engineering colleges.

PRE-FABRICATED SCHOOLS

A 12-classroom, single story, prefabricated steel schoolhouse has been put on the market as one solution to the classroom shortage. The first one of its kind opened its doors in December at Emmitsburg, Md. Another has opened in Gary, Indiana. The Emmittsburg building was built in 18 weeks at a cost of \$366,000. Like models are being offered to communities on a down-payment, easy-installment basis.

Built by the Structo School Corporation of Boston, in co-operation with U. S. Steel, the chief feature of the building is its "sandwich steel" walls which measure less than three inches thick. The building, claim its manufacturers, is sturdy enough to withstand hurricanes, earthquakes, and its built-in heating plants are powerful enough to keep out bitter cold.

Communities which want to use these pre-fabricated school buildings employ their own architects who work with the Structo Corporation in designing the building. Once designed, sections of walls, floors, and ceilings are shipped from the factory and put together by local construction workers. A unique feature of the T-shaped building is the steel panels used for walls, called "curtain walls" because they do not support the roof. A steel framework around the building does that job. The building comprises three units, including a large general purpose room. Each unit has four classrooms, an activities room, restroom, and its own heating plant.

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The title is "The Family Nobody Wanted." It requires just one set and has excellent parts for a large cast of 10 girls and 7 boys. It's an easy play to produce and the royalty (\$25.00) is moderate. The play is about an actual family—a young minister and his wife who have adopted a number of children (now teen-agers) whose ancestry includes such peoples as Hawaiian, Mexican, Korean, Burmese, Chinese, and American Indian. On the surface this play is a delightful family comedy, filled with humarous incidents that are often quite hilarious. Underlying the comedy, however, is a subtle and deeply moving plea for tolerance and understanding between all people. The plea, though understated, is especially compelling under the circumstances of this particular play.

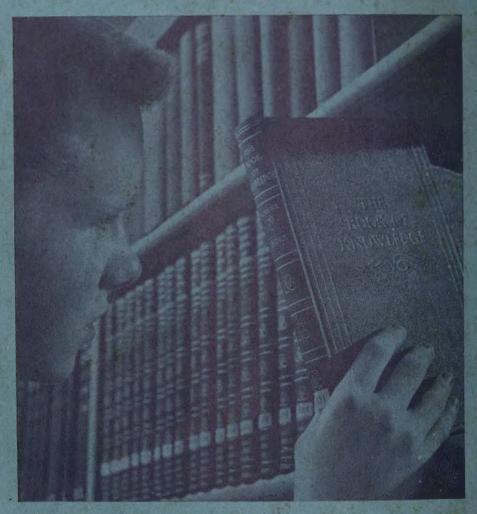
The family of this play has been described with both affection and approval in LIFE Magazine, THE CHRISTIAN ADVOCATE, and THE READER'S DIGEST. Recently there was a major television program (favorably reviewed in the NEW YORK TIMES) about the earlier aspects of their life. This play, of course, is at the high school level.

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